

# CORNELL UNIVERSITY OFFICIAL PUBLICATION

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## President's Report

by  
Livingston Farrand

### for 1932-33

With appendices containing a summary of  
financial operations, and reports of  
the Deans and other officers

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## REPORT OF THE PRESIDENT

### FOR 1932-33

*To the Board of Trustees of Cornell University:*

I have the honor to present the following report on the progress of the University during the academic year 1932-33.

The University has suffered serious loss by death of the following distinguished figures:

Edwin N. Sanderson, a Trustee of the University, died in New York City, November 9, 1932. He was elected a trustee by the Alumni in 1919 and re-elected by them in 1924 and again in 1929. In February 1930 he was elected by the Board to the trusteeship left vacant by the death of Henry W. Sackett. He was a member of the Committee on Buildings and Grounds.

Roger B. Williams, a Trustee of the University, died in Ithaca, February 24, 1932. He was elected by the Board in June 1898 and had served continuously until the time of his death. He was a member of the Finance Committee for twenty-six years and its chairman for twenty-five years. He was also a member of the Committee on General Administration.

Hiram W. Sibley, a benefactor of the University and a trustee from 1887 to 1894, died June 28, 1932.

A. C. Gill, Professor of Mineralogy and Petrography, Emeritus, died November 8, 1932. He came to Cornell in 1894 as Assistant Professor of Mineralogy and Petrography. In 1910 he was promoted to a professorship and held that position until he retired in 1932 with the title of professor, emeritus.

E. E. Haskell, Professor of Experimental Hydraulics, Emeritus, died January 28, 1933. He was head of the College, later the School, of Civil Engineering and Professor of Experimental Hydraulics from 1906 until he retired from active service in 1921.

J. L. Stone, Professor of Farm Practice, Emeritus, died March 8, 1933. His service to the College of Agriculture began in 1897 when he came as assistant in extension work. In 1903 he was appointed Assistant Professor of Agronomy and in 1907 he became Professor of Farm Practice. During the period 1911-13 he was Professor of Farm Practice and Farm Crops. He retired from active service in February, 1919.

Graham Lusk, Professor of Physiology, Emeritus, died July 18, 1932. He had been Professor of Physiology in the Cornell Uni-

versity Medical College in New York City from 1909 until he retired at the close of the academic year 1931-32.

O. G. Guerlac, World War Memorial Professor of the Romance Languages and Literatures, died January 16, 1933. He had taught in the Department of Romance Languages since 1900. From 1900 to 1904 he was Instructor. In 1904 he became Assistant Professor and in 1919 he was made professor. In 1920 he was designated World War Memorial Professor.

I. L. Furman, Professor of Clinical Psychiatry, died May 6, 1933. He had held that position since 1930.

L. R. Streeter, Chief in Research in Chemistry (with the title of Professor) in the Experiment Station at Geneva, died December 26, 1932. He had been on the Station staff since 1923.

### THE TRUSTEES

At the meeting of the Board held on February 11, 1933, Roger H. Williams of the Class of 1895 was elected a Trustee of the University to succeed Jared T. Newman, whose term had expired in June 1932, and Jervis Langdon of the Class of 1898 was elected to the trusteeship left vacant by the death of Mr. Sanderson.

Myron C. Taylor was reappointed a Trustee by the Governor for a five-year term.

Fred L. Porter was elected by the New York State Agricultural Society as its president for the year 1933 and thus became an *ex officio* Trustee of the University for that period.

The University Faculty in December elected Julian P. Bretz as its representative on the Board for a term of three years to succeed Ernest Merriitt, whose term expired December 31, 1932.

At the meeting of the Board held on June 19, 1933, Trustees H. H. Westinghouse and E. B. Whitman were elected to succeed themselves on the expiration of their terms; F. E. Gannett, whose term as Alumni Trustee would have run until June, 1936, was elected to fill the vacancy on the Board caused by the death of R. B. Williams; and N. H. Noyes of the Class of 1906 was elected to fill the trusteeship left vacant by the resignation of M. J. Insull.

The Alumni of the University elected Bancroft Gherardi and J. F. Schoellkopf, Jr., to succeed themselves as Trustees each for a term of five years.

Bancroft Gherardi was elected to succeed himself on the Committee on General Administration.

R. H. Williams was elected a member of the Finance Committee in place of R. B. Williams, deceased, and J. F. Schoellkopf, Jr., was elected to succeed himself on that Committee.

The Finance Committee at its meeting held on April 6, 1933, elected R. H. Treman Chairman in succession to R. B. Williams.

E. B. Whitman was elected to succeed himself on the Committee on Buildings and Grounds.

G. F. Warren and R. A. Emerson were elected representatives of the College of Agriculture on the State College Council to succeed Dwight Sanderson and J. E. Butterworth. Flora Rose was elected to succeed herself as representative of the College of Home Economics and G. S. Hopkins to succeed himself as representative of the Veterinary College.

The Engineering College Council has been reconstituted and is now composed of three graduates of each of the three Schools of Engineering,—Civil, Electrical, and Mechanical. The action of the trustees requires that not less than two members of the Council shall also be trustees of the University. The present membership of the Council is as follows: James W. Parker, Chairman, Clement D. Chase, Charles M. Chuckrow, James Lynah, Lester W. W. Morrow, Frank D. Newbury, Alexander C. Stevens, Maxwell M. Upson, and Ezra B. Whitman.

Wilson M. Powell, Vice-President of the New York Hospital, was elected by the Board of Governors of the Hospital a member of the Joint Administrative Board of the New York Hospital-Cornell Medical College Association to succeed William Woodward, retired.

## THE FACULTY

The following appointments and promotions have been made during the year:

C. W. Mason, Professor of Chemistry; H. H. Dukes, Professor of Veterinary Physiology; Marion Pfund, Professor of Home Economics; J. P. Porter, Acting Professor of Ornamental Horticulture; L. M. Roehl, Professor of Farm Mechanics; D. W. Baker, Assistant Professor of Parasitology; Marion Fish, Assistant Professor of Home Economics; Hazel Hauck, Acting Assistant Professor of Home Economics; B. L. Herrington, Assistant Professor of Dairy Chemistry; E. R. Hoskins, Assistant Professor of Rural Life; V. S. Lawrence, Assistant Professor of Mathematics; Lua A. Minns, Assistant Pro-

fessor of Floriculture; L. W. Morse, Assistant Professor of Law; S. W. Warren, Assistant Professor of Farm Management.

In the Medical College in New York City the following have been appointed or promoted:

George H. Kirby, Professor of Clinical Psychiatry; George Gray Ward, Professor of Clinical Obstetrics and Gynecology; Lynn A. Hoag, Assistant Professor of Pediatrics; S. J. Levine, Associate Professor of Pediatrics; Smiley Blanton, Assistant Professor of Clinical Psychiatry; Ralph F. Bowers, Assistant Professor of Surgery; Jules Freund, Assistant Professor of Pathology; Jacob Furth, Assistant Professor of Pathology; Richard W. Jackson, Assistant Professor of Biochemistry; John F. McGrath, Assistant Professor of Clinical Obstetrics and Gynecology; Richard Meagher, Assistant Professor of Surgery; Robert A. Moore, Assistant Professor of Pathology; Jesse F. Sammis, Assistant Professor of Clinical Pediatrics; Ephraim Shorr, Assistant Professor of Medicine; Philip M. Stimson, Assistant Professor of Clinical Pediatrics.

The following appointments have been made in the Extension Staff of the State Colleges of Agriculture and Home Economics:

L. R. Simons, Director of Extension and Professor in Extension Service; V. B. Hart, Acting Director of Extension; Lorna Barber, Acting Extension Assistant Professor of Foods and Nutrition; G. S. Butts, Assistant Professor in Extension Service; F. A. Harper, Extension Assistant Professor of Farm Management; R. A. Polson, Extension Assistant Professor in Rural Social Organization; G. H. Rea, Assistant Professor of Apiculture; Lucille J. Williamson, Acting Extension Assistant Professor of Home Economics.

The non-resident Lecturer in Chemistry on the George Fisher Baker Foundation for the academic year 1933-34 will be Professor W. L. Bragg of the University of Manchester, England. He will be in residence during the second term.

Arthur Stanley Eddington, Plumian Professor of Astronomy at the University of Cambridge, England, will be the Lecturer on the Messenger Foundation for the academic year 1933-34.

The following have presented their resignations:

E. H. Abbuehl, Assistant Professor of Architecture; J. W. Benner, Assistant Professor of Veterinary Research; C. F. Craig, Assistant Professor of Mathematics; Lillian K. P. Farrar, Assistant Professor of Clinical Obstetrics and Gynecology; L. W. Smith, Assistant Professor of Pathology; J. D. Whitham, Assistant Professor of Clinical Surgery, Department of Otolaryngology.

R. H. Wheeler resigned his position as Director of Extension in the State Colleges of Agriculture and Home Economics to become Assistant Treasurer of the University, having charge of the fiscal matters of the State Colleges of Agriculture, Veterinary Medicine, and Home Economics, and the State Experiment Stations at Geneva and Ithaca. He retains his title as Professor of Extension.

### THE STUDENTS

The official enrollment of students for the year ending June 30, 1933 was 6167 as compared with 6271 for the previous year.

During the year 1932-33 there were 2416 matriculates, or students registering in the University for the first time. Of these, 392 enrolled in the Graduate School and 1217 were freshmen.

During the year 971 graduates received first degrees and 371 received advanced degrees. Included in the latter group were 144 who received the degree of Doctor of Philosophy.

It may be of interest to note that during the year 2512 persons made application for admission to the several undergraduate colleges directly from secondary schools, of whom 1203 were admitted. In addition there were 472 applicants for entrance by transfer with credit toward advanced standing, of whom 187 were accepted.

Students admitted to the undergraduate colleges represented 44 states, the District of Columbia, 4 outlying possessions of the United States, and 16 foreign countries.

### THE PHYSICAL PLANT

The most notable additions to the physical equipment of the University are the two buildings provided by State appropriation, one for Agricultural Economics and Rural Social Organization and the other for the College of Home Economics. It is expected that the equipment of these buildings will be completed during the summer and that they will both be open for occupancy at the beginning of the next academic year.

The removal of the old frame building, No. 3 Central Avenue, now occupied by the University Club, has been ordered and will be effected during the summer.

Many minor improvements on the campus, carried out under the vigorous administration of the Department of Buildings and Grounds, will be noted.

In New York City the property formerly occupied by the Medical College has been sold to New York University and the work of the Medical College was transferred in September 1932 to its new home at York Avenue and 68th Street.

While it is clear that the present is not a promising time for the provision of new buildings, I wish again to place before the Trustees the pressing and critical needs of the University for increased library space, improved Engineering buildings, especially laboratories, adequate accommodation for the College of Architecture, Music Building, and the always insistent demand for a gymnasium. The passing of the years only serves to emphasize these lacks in Cornell's physical equipment.

#### GENERAL

Of the conditions and developments in the several constituent Colleges of the University there are attached reports from the Deans, which are earnestly commended to the Board for careful consideration.

Certain general developments not specifically treated in the reports of the Deans should be mentioned.

#### THE UNIVERSITY PLACEMENT BUREAU

In the spring of 1932 a committee was appointed to examine the existing facilities for senior and alumni placements with a view to determining what additional facilities were needed. After extended consideration, it was recommended that there be organized a University Placement Bureau to perform certain general functions and to cooperate with the existing departmental or college placement offices. In March 1933, by authority of the Board of Trustees, the Placement Bureau was inaugurated with the appointment of a director. Although the academic year was far advanced, positive results were obtained and the Bureau will continue to function with, it is hoped, increasing effectiveness during the coming year. It is a pleasure to record the valuable cooperation in this effort given by the Cornell Club of New York.

#### PHYSICAL EDUCATION

As an incident to the economic difficulties of the country there was a dislocation of intercollegiate athletic conditions. The necessity of modifying or even discontinuing a number of University athletic programs afforded the opportunity to stimulate local forms of athletic

competition. The numbers participating and the interest aroused in such intramural sports show material advances over any preceding year. In order to care for the larger number of students attracted to campus sports, several additions were made to the usual list of sports sponsored by the Department of Physical Education. There are now sixteen types of athletic competition on the fraternity roster and eleven on the intercollegiate list. During the year there were approximately 4000 men participants, including duplicates, in these competitions. It is believed that the result has been a very wholesome contribution to the development of student health and to the profitable use of leisure time.

#### THE SUMMER SESSION

The net enrollment in the Summer Schools of the University for 1932 reached 1951 persons. There were 32 in the Summer Session of Law, 995 in the State Summer Session, and 1123 in the general University Summer Session. Included in these figures are 199 double registrations. Of the total registration, 558 were registered as graduate students.

The enrollment was approximately 20% below that of the preceding year, a figure which coincides closely with the experience of other larger eastern university summer sessions.

While it is obvious that the reduced attendance in the summer presents a financial problem, particularly serious at the present time, the value of the summer work becomes more apparent each year. It now presents an important segment of the University's academic activities and is of particular value to the group of teachers taking advantage of its opportunities and to an increasing number of graduate students. It is earnestly to be hoped that financial considerations will not be permitted to diminish its offerings and its consequent effectiveness.

#### THE FINANCIAL SITUATION

In constructing the budget of the University for the academic year 1933-34 the Trustees were faced by a problem of great difficulty. Every effort was made to economize in the operations of all departments and the faculties cooperated cordially to that end. In spite of such efforts, the only feasible method of balancing the University budget without disastrous curtailment of offerings was a reduction in the salary scale. After prolonged consideration, the Trustees decided that a general reduction of 10% in the payment of

all officers of the institution should be applied and such has been ordered. While this step creates serious personal problems for a large number of individuals affected, the decision was received with a general recognition of its necessity. It is earnestly to be hoped that the previously inadequate scale of remuneration may be speedily restored and improved.

The economic situation has also presented serious problems to many individual students. The Committee on Student Loan Funds has given much time and attention to these personal situations and has been able to assist a large number of students in their difficulties. The Trustees assisted the Committee by permitting repayments of previous loans to be utilized at once instead of being added to the principal of the respective funds, a step which was of positive aid. While the University could use effectively larger resources in this appealing field, Cornell is fortunate in having at its disposal very considerable sums for student assistance. Special mention should be made of the Guiteau and McMullen Funds in this connection. Their usefulness has been incalculable.

#### MILITARY TRAINING

After two years of consideration by the Trustees it was decided at the meeting in June that, on grounds of general public policy, it was not advisable that the recommendation of the Faculty to substitute voluntary for compulsory military training be adopted at the present time. This decision will be communicated to the Faculty at the opening of the next academic year.

#### CONCLUSION

In spite of the many problems presented by the economic situation, it is a satisfaction to report a University year of continued cooperation from all groups, of undiminished vigor, and of undisturbed order and morale.

Respectfully,  
LIVINGSTON FARRAND,  
President.



## SUMMARY OF FINANCIAL OPERATIONS

### *To the President of the University:*

I have the honor to submit herewith the financial statement of Cornell University covering the fiscal year from July 1, 1932 to June 30, 1933 inclusive. The net cost of conducting the University at Ithaca during the year exceeded the income available for that purpose by \$242,695.15. This figure includes the reappropriation of unexpended balances necessarily continued to cover contracts made or under consideration, amounting to \$69,973.93. This overdraft added to the existing debit balance at the beginning of the year increased the accumulated deficit in current income to \$689,112.89. The budget adopted for the year showed a small probable overdraft of \$21,155.00 which it was expected would be met from savings effected during the year. This was the case and expenditures were kept well within the appropriations. Due, however, to the unusual financial conditions several items of income fell below the anticipated amounts. Owing to the decrease in registration the total income from students decreased \$159,333.00. The income upon the unrestricted endowment fell short by \$48,721.00 and there was a considerable decrease in the amount usually received in gifts from alumni and others. The University has also accumulated in past years a liability against future income amounting to \$1,207,558.55, which sum has been expended for the purchase of property for its future needs, and for plans and studies in anticipation of building operations. These items have been temporarily financed from current credits and by borrowing from the endowment, and must eventually be met by gifts or appropriations from funds now treated as endowment, or from current income.

The Medical College in New York City closed the year with a credit balance of \$35,638.65 after allowing for the necessary reappropriations.

The State Colleges at Cornell are administered by the University as agent for the State and the greater part of the expenses is paid from State appropriations.

### THE UNIVERSITY ENDOWMENT

The permanent endowment or income producing funds of the University aggregate \$28,490,812.80, an increase during the year of \$3,451,343.35.

The larger items of increase were a gift of \$2,500,000.00 from the General Education Board for the use and benefit of the Medical College, fulfilling the promise of the Board in connection with the Society of the New York Hospital-Cornell University Medical College unit; the funding as endowment of the \$700,000.00 proceeds from

the sale of the property in New York City formerly occupied by the Medical College; \$30,029.87 received under the will of Mrs. Ada Parsons Tompkins; and \$34,229.62 received under the will of Professor John Henry Comstock.

The average rate of return actually received upon investments during the year and credited to the several funds was 4.299% as compared with 4.989% for the preceding year, and 5.268% in the year 1930-31. The market values of the University's securities have made a substantial recovery during the year. On June 30, 1932 the market value of the University's investment list was estimated at 60.56% of the book value, while on June 30, 1933 the estimated market value was 78.96% of the book value. The diversification of the University's investments is shown in the following table.

## ANALYSIS OF SECURITIES

	Bonds	Preferred Stocks	Common Stocks	Total	Percent- age of Total
Municipal	\$1,613,574.14			\$1,613,574.14	5.49
Railroads	2,743,556.10	231,915.00	1,974,973.96	4,950,445.06	16.83
Public Utilities	1,996,224.70	1,120,110.00	929,097.10	4,045,431.80	13.75
Industrials:					
Tobacco	153,000.00	108,745.00	405,272.88	667,017.88	2.27
Steel	214,427.50	228,800.00	106,250.00	549,477.50	1.87
Merchandising	96,412.50	747,957.51	24,571.50	868,941.51	2.95
Manufacturing	1,218,593.46	1,645,261.65	665,948.20	3,529,803.31	12.00
Oil	194,212.25	1,316,235.87	1,180,581.99	2,691,030.11	9.15
Mining	68,343.75	21,600.00	148,967.50	238,911.25	.81
Holding Co. & In- vestment	249,556.25	194,640.00	58,475.00	502,671.25	1.71
Bank and Insurance			1,555,832.11	1,555,832.11	5.29
Real Estate Securi- ties	3,885,267.50*	500.00	510,001.00	4,395,768.50	14.95
Real Estate				860,320.74	2.93
Advances awaiting Income				309,831.62	1.05
Heat and Water Plants				866,088.68	2.94
Advances for Pur- chase, Construc- tion and Main- tenance				1,376,089.42	4.68
Cash				390,000.00	1.33
	\$12,433,168.15	\$5,615,765.03	\$7,559,971.24	\$29,411,234.88	100.00

\*Principally Real Estate First Mortgages.

## SEMI-CENTENNIAL ENDOWMENT FUND

The subscriptions (exclusive of gifts for special purposes, such as buildings which, under the resolution of the Board of Trustees, form part of the Semi-Centennial Endowment Fund) secured by the Semi-Centennial Endowment Committee aggregate..\$6,664,256.88

From this amount there has been charged off as uncollectible:

By the Treasurer.....	\$168,139.84	
By the Cornellian Council (Classes 1920-23).....	468,723.53	\$636,863.37

Leaving the net subscriptions July 1, 1933.....	\$6,027,393.51
Of these there have been collected.....	4,234,527.03

Leaving the balance uncollected July 1, 1933.....	\$1,792,866.48
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Of these uncollected subscriptions \$442,545.11 are from the Classes of 1920-23 inclusive, payable through the Cornellian Council and not yet due; \$1,133,354.14 are payable at convenience of the donor; and \$37,895.10 are payable at definite dates which have not yet been reached. This leaves a balance of only \$179,072.13 of subscriptions which, by their terms, have matured but have not yet been paid. During the year, in addition to \$1,306.74 paid through the Cornellian Council, there was paid into the University on account of the principal of subscriptions \$10,776.04. Of this amount \$600.75 was paid on account of principal maturing prior to the beginning of the year; \$572.69 on principal maturing during the year; and \$9,472.60 on account of subscriptions not yet matured or payable at convenience. Interest amounting to \$13,588.71 was collected. Thirty-nine extensions of time of payment were granted, and twenty-nine subscriptions were paid in full.

### DONATIONS

Gifts to the University passing through the books of the Comptroller's and Treasurer's offices during the year aggregated \$3,155,133.04. Undoubtedly some gifts were made directly to departments and were not reported. The larger gifts for permanent endowment have been mentioned above. The total donations received from the Cornellian Council aggregated \$143,788.19 as compared with \$190,048.04 the previous year. This reduction of less than 20 per cent, together with the payments made upon the Semi-Centennial Endowment subscriptions, is an evidence of the self-sacrificing loyalty of the alumni in this difficult period.

### FRATERNITY DORMITORIES

During the year the plan for supplementing the general residential halls for the individual male students with halls designed to house organized groups of students was inaugurated by the gift of \$166,004.98 from Psi Upsilon and of \$103,101.80 from Sigma Phi. The two halls bearing the names of these fraternities are in the course of construction and it is expected that they will be ready for occupancy with the opening of the University this fall. These halls, the first of their kind at Cornell, will be operated by the University as part of its dormitory system, the rooms being leased to the individual students belonging to the respective fraternities.

## THE PHYSICAL PLANT

During the year the construction by the State of the Agricultural Economics building of the College of Agriculture, and the building for the College of Home Economics were completed. This construction and that of the fraternity dormitories were the only major building operations of the year.

The routine work of the administrative departments of the University has been efficiently performed.

Respectfully submitted,

CHARLES D. BOSTWICK,  
Comptroller.

NOTE: The complete report of the Comptroller and the Treasurer, bearing the certificate of audit of Messrs. Scovell, Wellington & Co., Accountants-Engineers, 10 East 40th Street, New York City, together with the reports of the Superintendent of Buildings and Grounds, the Manager of Purchases, and the Manager of Residential Halls, will be forwarded to the members of the Faculty and Alumni upon receipt of specific request addressed to the Comptroller of Cornell University, Ithaca, New York.

# APPENDIX I

## REPORT OF THE DEAN OF THE UNIVERSITY FACULTY

*To the President of the University:*

SIR: I have the honor to submit the following report of the University Faculty for the year 1932-33:

### THE FACULTY MEMBERSHIP

The year was marked by relatively few changes in the faculty. Death claimed five members: Adam Capen Gill, Professor of Mineralogy and Petrography, Emeritus, but recently retired from active service, on November 8, 1932, Leon Reynolds Streeter, Chief in Research in Chemistry at the Geneva Experiment Station, on December 26, 1932, Othon Goepf Guericke, World War Memorial Professor of the Romance Languages and Literatures, on January 16, 1933, Eugene Elwin Haskell, Professor of Experimental Hydraulics and Dean of the College of Civil Engineering, Emeritus, on January 28, 1933, and John Lemuel Stone, Professor of Farm Practice, Emeritus, on March 8, 1933.

The total number of persons included in the staff for the year was 553; of these 419 were connected with the colleges in Ithaca, 114 with the Medical College in New York City, 18 with the Agricultural Experiment Station at Geneva, and 2 with the Experiment Station on Long Island. Included in this membership were 33 Emeritus Professors, 26 of the Ithaca staff and 7 of the staff of the Medical College.

### THE FACULTY REPRESENTATIVE IN THE BOARD OF TRUSTEES

At the meeting of December 14, 1932, the Faculty elected Professor Julian P. Bretz to succeed Professor Ernest G. Merritt as its representative in the Board of Trustees for the three-year period beginning January 1, 1933. The other representatives are Dr. Liberty H. Bailey and Dean George Young, jr.

### THE LIBRARY AND HECKSCHER COUNCILS

On October 12, 1932, Professor Glenn W. Herrick was re-elected to the Library Council by the Group of Science for a two-year term beginning November 1, 1932. The Group of Letters elected Professor M. L. W. Laistner to the Library Council for the same period, to succeed Professor William Strunk, jr. At the same meeting the Group of Letters elected Professor R. M. Ogden to the Heckscher Council to serve for a four-year term beginning November 1, 1932 in succession to Professor Carl Becker.

### STANDING COMMITTEES OF THE FACULTY

At its April meeting the Faculty voted to establish a Committee on University Lectures, replacing the University Faculty Committee on the Messenger and Schiff Foundations, and the similar committee of the College of Arts and Sciences hitherto in charge of the Goldwin Smith Foundation. It is hoped that this unification will lead to an improvement in the rather full lecture program of the University and that independent units of organization providing occasional public lectures on the campus may find it helpful to establish a degree of cooperation with this central faculty committee.

The new Committee on University Policy came into existence on January 1, 1933. The committee consists of nine members: the Dean of the University Faculty and the three faculty representatives ex officio and five elective members. At the December meeting the Faculty chose as the first elective members R. E. Cushman, Professor of Government, for one year, W. N. Barnard, Pro-

fessor of Power Engineering, for two years, G. F. Warren, Professor of Agricultural Economics and Farm Management, for three years, L. P. Wilson, Professor of Law, for four years, and R. A. Emerson, Professor of Plant Breeding, for five years. The functions of the committee are not closely defined but, while there may be a tendency to refer to it some matters of routine hitherto assigned to special committees, the intent is clearly that the committee shall deal with the broader questions of University policy coming within the concern of the Faculty. Illustrative of this are two assignments already given to the committee, namely, a study of the administrative set-up of the summer school and a study of the ways in which faculty judgment may legitimately be brought to bear upon the administrative problems of the University.

#### UNIFORM GRADES

After years of diversity within the University as to the symbols used for crediting the work of students, and after many attempts to bring about uniformity among the colleges, agreement has been reached on the policy of reporting all grades to the Registrar on the numerical scale 0 to 100, with 60 as the lowest passing grade. The problem of getting a common understanding and practice in assigning grades so as to do justice in those matters in which grades are taken into account is a difficult one. It will be a gain, even if perhaps not a very significant one, to have but one kind of symbol on a student's record.

#### THE LAW SCHOOL COMMENCEMENT

The fact that the State Bar Examinations occur in June has made it impossible for those completing the course in Law to be present at the regular Commencement exercises. While regretting any division of interest, the University Faculty joined the Faculty in Law in requesting the Board of Trustees to sanction separate commencement exercises. A difference in the year's calendar had previously been made necessary by the same cause. The first separate Law School Commencement was held in Myron Taylor Hall on June 1, 1933, with simple, dignified ceremonies.

#### THE REQUIREMENT IN MILITARY SCIENCE AND TACTICS

During the last three years the University Faculty has given considerable attention to the requirement in military science and tactics, long in force here as in other land-grant colleges and universities. Three committees have operated at different times, dealing with different phases of the question. In the fall of 1930 a committee was appointed to bring together all the pertinent facts and this committee made a full report on April 15, 1931. At the May meeting following, the Faculty voted, 83 to 38, "That the University Faculty favor the substitution, at the beginning of the year 1932-33, or as soon thereafter as may seem feasible, of elective for compulsory training, and that it request the Board of Trustees to consider whether this change can be effected." The Board of Trustees appointed as its committee to study the problem Cuthbert W. Pound, Chairman, Dr. Mary M. Crawford, J. DuPratt White, R. H. Treman, Bancroft Gherardi, John B. Tuck, and Walter C. Teagle. Judge Pound was later replaced by Mr. Gherardi as chairman. It was suggested that the Faculty appoint a similar committee to facilitate the interchange of ideas. The Faculty chose as such committee C. K. Burdick, Chairman, W. N. Barnard (later replaced by H. N. Ogden), Cornelius Betten, J. P. Bretz, R. M. Ogden, and W. F. Willcox. These two committees had several conferences. During these discussions it seemed desirable to ascertain what alternatives would be followed if military training were made optional and a committee was appointed by the Faculty to secure this information from the special faculties which have power over the requirements for the various degrees. This committee reported to the Faculty on January 13, 1932, and the information was transmitted to the Board of Trustees. The conference committee of the Faculty reported its actions at

various times and on April 19, 1933, presented a full report which was printed and distributed to all faculty members. The entire issue had thus had careful consideration over a long period and this has served to clarify opinions on the requirement as part of an educational program. There is agreement in the Faculty that there are great educational values in the military courses but the majority opinion is that these are not such as to justify retaining the courses as a requirement of all male students, a distinction now limited to these courses and to a two-hour requirement in Hygiene. The Faculty has throughout dealt with the matter as an educational issue, with full knowledge that the Board of Trustees must consider as carefully the political and financial obligations that may be involved.

CORNELIUS BETTEN,

Dean of the University Faculty.

## APPENDIX II

### REPORT OF THE DEAN OF THE GRADUATE SCHOOL

*To the President of the University:*

SIR: I have the honor to present the report of the Graduate School for the year 1932-33.

#### ENROLLMENT

For the first time since 1922-23 the enrollment in the graduate school shows a decrease as compared with the previous year. There were 1,044 students registered for graduate work during 1932-33, as against 1,139 during 1931-32—a decrease of 95, or about 8 per cent. Over half of this decrease is due to the smaller number of foreign students—167 in 1931-32 as against 112 in 1932-33. The smaller number of students from China is particularly significant, there having been 55 in 1931-32, but only 25 in 1932-33.

A part of this decrease is, of course, due to the world-wide depression, as a result of which there has been a decrease in college and university enrollment throughout the country. But another part is undoubtedly due to the steps which we have taken to scrutinize more carefully the qualifications of candidates for admission to our graduate school and to raise our standards of graduate work generally.

In some fields of work the number of graduate students has been so large in recent years that the several professors were unable to give to each student the individual attention required for effective direction of advanced study and research. In these fields, still further decreases in numbers are to be expected, and indeed encouraged.

In other fields, more students could readily be accommodated, particularly if, in due course, such additions to the staff be made as will develop graduate work and research in those fields to the point where it is regarded as somewhat more than a mere appendage to undergraduate instruction. There was a time when the offering of graduate work was regarded more or less as a gratuity on the part of the professor. With the growth of our graduate school, relative to the undergraduate departments, and with the ever increasing emphasis on the importance of graduate study, that time has long since passed. No professor with a full load of undergraduate instruction can be expected to have much time and energy to devote to the giving of graduate work—at least of the kind which Cornell University should offer.

In this connection one cannot emphasize too strongly the importance of the general principle, established beyond question by experience in college and university circles, that the giving of graduate instruction in any department usually reacts most favorably upon the general tone and calibre of undergraduate instruction in that department. Even if we were to regard undergraduate work as the primary objective of the university, it would nevertheless be desirable to maintain a strong graduate school and to provide opportunities and facilities for the faculty to carry on research. It is to be hoped therefore that, in the further development of the university, attention will be given to the maintaining of a proper balance between undergraduate work and graduate work in each of the several fields included in our curriculum.

It may be not without purpose to point out that the decrease in number of graduate students as compared with last year is not uniformly distributed over the several groups of fields into which the graduate school is divided. From the table below which shows "Graduate Students Classified According to the Group in Which the Major Subject Falls," it is seen that the greatest decreases have occurred in Group A, Languages and Literatures (27 per cent); and in Group I, Education (24 per cent). There was a small increase in the enrollment in Group D, Biological Sciences.

About 30 per cent of the students registered in the graduate school during 1932-33 had had their undergraduate work at Cornell. The remainder came from 226 American (U. S.) and 61 foreign institutions.

#### ADMISSION

The system, adopted last year, for scrutinizing very carefully applications for admission to the graduate school, is working very satisfactorily. Each application is referred to one or more appropriate professors, who are invited to express an opinion with regard both to the candidate's fitness for undertaking the work contemplated and to the availability of facilities therefor. Although the individual professor, rather than an organized department, is regarded as the fundamental unit in the plan of our graduate school, yet in certain fields, particularly the experimental sciences, the problem of providing advanced courses and facilities for research for graduate students is, of necessity, a departmental matter; as is also the problem of distributing departmental facilities among the several professors in the department for the use of their respective students. Consequently, although in its formal legislation the graduate school recognizes no departmental organization or boundary lines, yet necessarily the number, as well as the calibre, of the graduate students admitted for work in the department's field, is a matter of departmental concern. Accordingly, in several fields of work, it has been mutually agreed among the professors in a given field, that one of their number, or in some instances a committee, should function for the group in obtaining and in expressing the group's opinion with regard to the admission of each applicant.

It should be pointed out that this arrangement in no wise encroaches upon the prerogatives of the individual professor as regards his freedom to decide upon the scope, content, and plan of his own graduate offerings. That freedom has become a Cornell tradition and should be maintained at any cost. A graduate school is first of all made up of individual professors, whose direct contacts with and influence upon their respective students are all-important. Mere organization, departmental or otherwise, can do comparatively little to assist the professor in this phase of his work. And yet, as a practical matter, the graduate school must not be unmindful of the fact that in any large institution, such as Cornell, there must be a certain degree of organization, in respect of both colleges and departments. Our problem is to utilize only so much of such organization as is useful, while leaving to the individual professor every possible freedom in the conduct of his own graduate work.



## THE PROFESSIONAL MASTER'S DEGREES

In addition to the non-professional advanced degrees A.M., M.S., and Ph.D., we now confer professional degrees such as M.C.E., M.Arch., J.S.D. and the like. The administration of work leading to all advanced degrees has until recently been in the hands of the graduate faculty as a whole. In 1928 there was created Group H of the Graduate School, to which was given authority to administer work leading to the law degrees J.S.D. and LL.M. In 1930, the Graduate School of Education was organized, with responsibility for the advanced professional degrees in Education, A.M. in Ed. and M.S. in Ed.

A study of the conditions under which advanced professional work in general is given led to the conclusion that in each professional field special conditions are to be found which make it desirable that the group of professors in that field should be given a certain amount of autonomy in determining the conditions for admission to candidacy for and for graduation with the degree concerned. In some universities this problem has been solved by giving to the appropriate college (Engineering, Law, Architecture, etc.) full responsibility and authority for the advanced degrees in its field. This type of arrangement, though possible at Cornell, was deemed inadvisable since thereby there would be a tendency to create artificial, and quite undesirable, barriers between the several fields. Thus a candidate for M.M.E. should be free to combine with his engineering work, courses in mathematics, physics, economics, or law as his special needs require. Such combinations would not be so easily made if he were registered as a student in the College of Engineering.

For these, and other, reasons it was decided to organize within the graduate school several divisions, subject to the jurisdiction of the graduate faculty as a whole, but with responsibility for administering graduate work leading to the several degrees. The following are the divisions so organized, and the degrees for which each is responsible:

Division of Architecture and Fine Arts—for the degrees M.Arch., M.L.A., M.F.A.

Division of Agriculture and Forestry—for the degrees M.S. in Agr. and M.F.

Division of Chemistry—for the degree M.Chem.

Division of Education—for the degrees A.M. in Ed., and M.S. in Ed.

Division of Engineering—for the degrees M.C.E., M.M.E., and M.E.E.

Division of Law—for the degrees LL.M. and J.S.D.

Each division will cooperate with the office of the dean of the graduate school in such matters as admission of students, maintaining of records, arranging for final examinations, and the like. Each division is also so organized as to give consideration to the special problems in its field. It is confidently expected that this divisional arrangement will result in continued improvement in the quality of our offerings in the fields of professional graduate study.

## SOME NEEDS OF THE GRADUATE SCHOOL

In my report for 1931-32 I called attention to the desirability of increasing the number of tuition-free scholarships whenever opportunity permits; and also of making some increases in the stipends attached to the several fellowships in the graduate school. This is a perennial need, the importance of which is admitted by all. Increases in the stipends of stipend-paying fellowships and scholarships must, presumably, await special funds. But an increase in the number of tuition scholarships would involve no direct cash outlay, and is urgently recommended. There are now twelve such scholarships in the endowed colleges and eight in the state-supported colleges. In neither case is the number sufficient to cover the several fields of graduate study for which these scholarships should be available.

May I close this report by a quotation from my report of last year, which

calls attention to another perennial need so urgent as to merit the most careful attention: "The most effective way to improve conditions for graduate study is to provide increased facilities for research by the Faculty."

F. K. RICHTMYER,  
Dean of the Graduate School.

#### STATISTICS OF ATTENDANCE OF GRADUATE STUDENTS

	1932-33	1931-32	1930-31	1929-30	1928-29
Number of students registered during the academic year ...	1044	1139	1020	863	767
Number of students registered during the summer, as below	718	860	685	612	518
Summer Sessions .....	559	619	476	428	331
Personal Direction .....	159	241	209	184	187

#### COMPARATIVE ENROLLMENT OF GRADUATE STUDENTS FOR FIVE-YEAR PERIODS

1902-3	1907-8	1912-13	1917-18	1922-23	1927-28	1932-33
201	249	376	279	540	767	1044

#### CLASSIFICATION OF GRADUATE STUDENTS

Graduate Students Receiving Degrees, Classified  
According to the Degree Received

	1932-33	1931-32	1930-31	1929-30	1928-29
Doctors of Philosophy .....	149	133	90	129	102
Doctors of the Science of Law .....	2	0	0	0	0
Master's Degrees, as below .....	230	249	200	174	175
Masters of Arts .....	96	111	92	97	91
Masters of Arts in Education ....	15	5	3	0	0
Masters of Science .....	65	84	66	50	51
Masters of Science in Agriculture	7	3	7	4	4
Masters of Science in Education..	8	5	5	0	0
Masters in Forestry .....	5	2	3	5	6
Masters of Architecture .....	1	4	3	0	1
Masters of Landscape Architecture	1	0	0	0	0
Masters of Chemistry .....	3	2	5	1	3
Masters of Civil Engineering ....	11	15	11	9	7
Masters of Mechanical Engineering	12	7	1	4	9
Masters of Electrical Engineering.	4	11	3	3	2
Masters of Fine Arts .....	1	0	1	1	1
Total .....	381	382	290	303	277

Graduate Students Classified According to the Degrees for which  
They Are Candidates

	Academic Year 1932-33	Summer 1932
Doctors of Philosophy .....	609	172
Doctors of the Science of Law .....	6	2
Master's Degrees, as below .....		
Masters of Arts .....	131	212
Masters of Science .....	133	139
Masters of Science in Agriculture .....	16	13
Masters of Forestry .....	6	3
Masters of Arts in Education .....	9	64
Masters of Science in Education .....	4	45

Masters of Architecture .....	4	
Masters of Landscape Architecture .....	5	
Masters of Chemistry .....	7	
Masters of Civil Engineering .....	23	5
Masters of Mechanical Engineering .....	16	3
Masters of Electrical Engineering .....	15	1
Masters of Fine Arts.....	2	1
Masters of Laws .....	1	1
Non-candidates:		
Honorary Fellows .....	2	
Resident Doctors .....	16	13
Non-candidates .....	30	27
Others (Withdrawals, duplicates, etc.) .....	8	20
Total.....	1044	718

Graduate Students Classified According to the Group  
in which the Major Subject Falls:

	1932-33	1931-32	1930-31	1929-30	1928-29
Group A, Languages and Literatures	119	163	137	118	125
Group B, History, Philosophy and Political Science .....	186	199	165	148	187
Group C, Physical Sciences .....	227	245	211	217	169
Group D, Biological Sciences .....	263	257	200	180	155
Group E, Engineering, Architecture.	99	99	71	61	63
Group F, Science Departments, New York City .....	7	8	3	4	4
Group G, Agricultural Sciences ....	78	90	81	70	63
Group H, Law .....	6	1	2	2	1
Group I, Education .....	59	78	66	63	

INSTITUTIONS FROM WHICH STUDENTS ENTERED THE GRADUATE SCHOOL

Adelphi College .....	1	Butler University .....	2
Akron University .....	2	California, University of .....	11
Alabama, University of .....	1	California Institute of Technology	2
Alabama Polytechnic Institute ...	2	Calvin College .....	1
Alaska Agricultural College and School of Mines .....	1	Carleton College .....	1
Albany Law School .....	1	Case School of Applied Science ..	1
Albright College .....	2	Catholic University of America...	1
Alcorn College .....	1	Centre College .....	1
Alfred University .....	4	Chicago, University of .....	6
Allegheny College .....	3	Cincinnati, University of .....	2
Amherst College .....	6	Citadel, The .....	1
Arizona, University of .....	1	Clark University .....	2
Arkansas, University of .....	7	Clarkson Memorial College of Technology .....	2
Atlantic Christian College .....	1	Clemson Agricultural College ....	8
Barnard College .....	2	Coe College .....	1
Bates College .....	1	Colby College .....	1
Battle Creek College .....	1	Colgate University .....	9
Berea College .....	1	College of the City of New York..	5
Bethany College .....	1	College of William and Mary ....	1
Bowdoin College .....	3	College of Wooster .....	3
Brooklyn Polytechnic Institute ...	3	Colorado, University of .....	2
Brown University .....	1	Colorado College .....	4
Bucknell University .....	5	Colorado State Agricultural College	4

Columbia University .....	9	Louisiana State University .....	5
Concordia Seminary .....	1	Louisville, University of .....	1
Connecticut Agricultural College..	4	Maine, University of .....	7
Cooper Union Institute .....	2	Mansfield, Pa., State Teachers	
Cornell College .....	1	College .....	1
Cornell University .....	315	Maryland, University of .....	3
Dartmouth College .....	5	Massachusetts Institute of Tech-	
Davidson College .....	5	nology .....	1
Dayton, University of .....	2	Massachusetts State College .....	12
Denison University .....	1	Meredith College .....	2
Denver, University of .....	1	Miami University .....	4
DePauw University .....	7	Michigan, University of .....	2
Detroit City College .....	1	Michigan State College .....	4
Dickinson College .....	1	Middlebury College .....	3
Dubuque, University of .....	1	Minnesota, University of .....	8
Duke University .....	1	Mississippi, University of .....	1
Elmira College .....	2	Mississippi Agricultural and Me-	
Emmanuel Missionary College ....	1	chanical College .....	1
Fisk University .....	1	Mississippi College .....	1
Florida, University of .....	4	Mississippi State College .....	1
Furman University .....	2	Missouri, University of .....	9
George Washington University ...	1	Montana, University of .....	4
Georgia, University of .....	4	Mount Holyoke College .....	5
Goucher College .....	1	Muskingum College .....	1
Hamilton College .....	4	Nazareth College .....	1
Hampden-Sydney .....	1	Nebraska, University of .....	6
Hampton Institute .....	1	New Hampshire, University of ..	3
Hartwick College .....	1	New Jersey College for Women..	1
Harvard University .....	2	New Mexico, University of .....	1
Haverford College .....	5	New York State College for Teach-	
Hillsdale College .....	2	ers .....	7
Hiram College .....	3	New York University .....	6
Hobart College .....	1	Niagara University .....	1
Holy Cross, College of the .....	2	North Carolina, University of ....	4
Hope College .....	1	North Carolina Agricultural and	
Houghton College .....	1	Technical College .....	1
Howard University .....	2	North Carolina State College.....	4
Hunter College .....	3	North Central College .....	1
Huron College .....	1	North Dakota State College .....	4
Idaho, University of .....	1	Northwestern University .....	1
Illinois, University of .....	15	Notre Dame, University of .....	2
Indiana University .....	1	Oberlin College .....	11
Iowa, University of .....	1	Ohio Northern University .....	1
Iowa State College .....	6	Ohio State University .....	10
Ithaca College .....	2	Ohio University .....	2
Johns Hopkins University .....	1	Ohio Wesleyan University .....	5
Johnson C. Smith College .....	1	Oklahoma Agricultural and Me-	
Kansas, University of .....	5	chanical College .....	3
Kansas State Agricultural College	2	Oklahoma Baptist University .....	1
Keuka College .....	1	Oregon State Agricultural College	2
Knox College .....	1	Pacific University .....	1
Lafayette College .....	4	Park College .....	1
Lake Erie College .....	2	Pennsylvania, University of .....	4
Lebanon Valley College .....	1	Pennsylvania State College .....	20
Lehigh University .....	5	Peru State Teachers College .....	1
Lewis Institute .....	1	Pittsburgh, University of .....	2
Lincoln University .....	1	Pomona Agricultural College ....	1
Long Island University .....	1	Prairie View State College, Tex...	1

Princeton University .....	2	Wellesley College .....	4
Purdue University .....	6	Wesleyan University .....	4
Redlands, University of .....	1	West Texas State Teachers Col- lege .....	2
Reed College .....	2	West Virginia State College .....	2
Rensselaer Polytechnic Institute...	1	West Virginia University .....	10
Rhode Island State College .....	3	West Virginia Wesleyan .....	1
Richmond, University of .....	1	Western Reserve University .....	2
Rochester, University of .....	10	Westminster College .....	4
Rollins College .....	1	Wheaton College .....	1
Rutgers College .....	2	Whitman College .....	2
St. Elizabeth, College of .....	2	Wichita, University of .....	1
St. Lawrence University .....	4	William Smith College .....	2
Shaw University .....	1	Williams College .....	2
Shurtleff College .....	1	Wilmington College .....	1
Skidmore College .....	1	Wilson College .....	3
Smith College .....	2	Winthrop College .....	1
South Carolina Agricultural and Mechanical College .....	1	Wisconsin, University of .....	3
South Carolina State College ....	1	Wyoming, University of .....	2
South Dakota, University of .....	1	Yale University .....	2
South Dakota State College .....	2		
Southeast Missouri State Teachers College .....	1	Aberdeen University .....	1
Southern California, University of	2	Acadia University .....	1
Stanford University .....	4	Alberta, University of .....	3
Stout Institute .....	1	Argentina, University of .....	1
Sul Ross State Teachers College, Texas .....	1	Bangewerkschule, Berlin .....	1
Syracuse University .....	9	Berlin, University of .....	1
Tarkio College .....	2	Bombay University .....	2
Temple University .....	2	British Columbia, University of...	1
Tennessee, University of .....	3	Central University, Nanking, China	1
Tennessee Agricultural and Indus- trial College .....	1	Chalmers University .....	1
Texas Agricultural and Mechan- ical College .....	3	Chekiang Institute of Technology..	1
Texas Technical College .....	1	Chiao Tung University .....	1
Tulane University .....	2	Copenhagen, University of .....	3
Union College .....	4	Costa Rica Law School .....	1
United States Military Academy, West Point .....	1	Edinburgh, University of .....	1
Utah, University of .....	4	Fuh Tan University .....	2
Utah State Agricultural College..	7	Fukien Christian College .....	1
Valparaiso University .....	1	Geisenheim University .....	1
Vanderbilt University .....	1	Helsinki, University of .....	1
Vassar College .....	2	Hiroshima Normal School, Japan.	1
Vermont, University of .....	3	Imperial College of Tropical Agri- culture, Trinidad .....	1
Virginia, University of .....	3	Kyoto Imperial University, Japan.	1
Virginia Polytechnic Institute ....	3	Laval University .....	4
Virginia State College .....	2	Leningrad Electrical Institute ....	4
Wabash College .....	3	Liège, University of .....	2
Wake Forest College .....	2	Liverpool, University of .....	1
Washington, University of .....	2	Louvain, Belgium .....	1
Washington and Jefferson .....	1	McGill University .....	9
Washington and Lee .....	2	Manitoba, University of .....	1
Washington Missionary College ..	1	Milan, Italy, University of .....	1
Washington State College .....	3	Montreal, University of .....	1
Washington University .....	2	Moscow Electrical School .....	3
		Nanking, University of .....	8
		Nanyang, University of .....	1
		Ontario Agricultural College .....	2

Paris, University of .....	1	Seale Hayne Agricultural School. ....	1
Peking, University of .....	2	Shanghai, University of .....	1
Petrograd Agricultural Institute...	1	Soochow University .....	2
Philippines, University of .....	3	Sorbonne, University of .....	1
Prague Technological Institute...	1	South Africa, University of .....	1
Prague University .....	1	Southeastern University, China ...	1
Puerto Rico, University of .....	2	Stellenbosch University .....	1
Queensland University .....	1	Toronto, University of .....	5
Robert College .....	1	Transvaal University College ....	1
Royal Hungarian Agricultural Col- lege .....	1	Warsaw, University of .....	2
Royal Technological College, Copenhagen .....	1	Waseda College .....	1
Saskatchewan, University of .....	2	Western Ontario, University of ..	4
		Yenching University .....	2
		Zagreb University .....	1

## GEOGRAPHICAL DISTRIBUTION OF GRADUATE STUDENTS

Alabama .....	2	Texas .....	9
Alaska .....	1	Utah .....	12
Arizona .....	2	Vermont .....	5
Arkansas .....	7	Virginia .....	15
California .....	14	Washington .....	7
Colorado .....	5	West Virginia .....	11
Connecticut .....	10	Wisconsin .....	1
Delaware .....	1	Wyoming .....	2
District of Columbia .....	4		
Florida .....	7	Albania .....	1
Georgia .....	9	Armenia .....	1
Illinois .....	22	Australia .....	1
Indiana .....	15	Belgium .....	1
Iowa .....	8	British Guiana .....	1
Kansas .....	5	British West Indies .....	1
Kentucky .....	2	Canada .....	30
Louisiana .....	5	China .....	25
Maine .....	6	Costa Rica .....	3
Maryland .....	7	Cuba .....	1
Massachusetts .....	25	Denmark .....	2
Michigan .....	7	England .....	1
Minnesota .....	3	Finland .....	1
Mississippi .....	3	Germany .....	5
Missouri .....	17	Hungary .....	1
Montana .....	3	India .....	3
Nebraska .....	8	Italy .....	1
Nevada .....	1	Japan .....	1
New Hampshire .....	3	Java .....	1
New Jersey .....	30	Latvia .....	1
New Mexico .....	1	Mexico .....	1
New York .....	476	Palestine .....	1
North Carolina .....	21	Panama .....	1
North Dakota .....	3	Persia .....	2
Ohio .....	36	Peru .....	1
Oklahoma .....	4	Philippine Islands .....	3
Oregon .....	4	Poland .....	3
Pennsylvania .....	62	Scotland .....	2
Puerto Rico .....	2	Siam .....	2
Rhode Island .....	8	South Africa .....	4
South Carolina .....	15	United States of Soviet Russia....	9
South Dakota .....	1	Venezuela .....	1
Tennessee .....	5		

## APPENDIX III

REPORT OF THE DEAN OF THE COLLEGE OF  
ARTS AND SCIENCES

*To the President of the University:*

SIR: I have the honor to submit the following report of the College of Arts and Sciences for the academic year, 1932-33.

## RETRENCHMENT

The principal concern of the College this year has been the downward revision of its expenditures. Now that reductions have been effected in a manner which we trust may result in a balanced budget for the next year's operations, it seems pertinent to review our present situation in order to record what has taken place.

The reduction in our budget during the past two years amounts to nearly twenty per cent, and brings us back to the level of expenditures of ten years ago. It is at least gratifying to note that despite the ten per cent reduction in all salaries, the averages of the four faculty ranks are not to be less than they were in 1923-24; indeed the new averages for professorial and assistant professorial positions are each about \$500 higher than they then were. It should be noted, however, that this advantage to the more permanent members of our staff is attributable to a decrease in number of teachers, and in amounts appropriated for the maintenance of departments. We are, at present, both undermanned and seriously handicapped for lack of new equipment.

As regards the enrolment of students in the College, there has been no considerable fluctuation during the past ten years. The smallest number was 1919 in 1923-24, and the largest was 2059 in 1926-27. During the past year the number was 1944. The teaching load of our staff varies, however, with the registration of the other Colleges that send us their students for basic instruction in the Arts and Sciences. It also depends on the enrolment of graduate students. The Graduate School has experienced a marked increase from a total of 544 in 1923-24 to 1044 in the past year. One may reckon that the faculty of Arts and Sciences has been responsible for the instruction of at least half these graduate students.

Although it is quite possible that both our undergraduate and graduate enrolments in Arts and Sciences will decrease during the next few years, it should be noted that, while this event may prove embarrassing in a pecuniary way, it can only be welcomed as a relief by our present over-burdened staff of instruction.

What we can do to meet the demands of further retrenchment without another cut in salaries, it is difficult to say. Some reorganization in our course-offerings is thinkable, but we should be able to make no considerable saving in our costs of instruction without vacating and abandoning support for certain of our chairs. It would, to be sure, be possible, as vacancies occur for natural causes, to move in the direction of a smaller permanent staff of instruction. The difficulty of such a movement is apparent, however, in the lost opportunities for strengthening our departments by occasional new appointments and promotions.

If, as we hope, no further retrenchment will be necessary, we should, I think, proceed as rapidly as possible to strengthen our faculty in two ways: First, by filling vacancies which have already occurred, or will presently occur, in five or six of our largest departments. We need new blood for these positions, and the best blood that is available. In order to fill these vacancies adequately we must have men of a sort we do not now possess. They will be specialists in fields

the importance of which is obvious, and they should be young and effective, both in their special subjects and in the faculty.

Secondly, we should give the closest attention to our instructorships. It appears to me that the time has come when we can safely revert to our former practice of filling these positions with trained men who are already capable teachers and scholars. Since the war these positions have been largely held by graduate students. This situation was partly attributable to an unusual economic situation in which the expanding colleges of the country found the supply of teachers inadequate to meet their demands. Accordingly, good salaries were paid to teachers of small training, and the universities were forced to fill their temporary positions with graduate students.

Now that this wave of expansion is over, and many trained persons are seeking employment as teachers, we might well consider the adoption of a general practice which would limit the appointment of instructors to those who have taken advanced degrees, and are qualified to begin their careers as university teachers and scholars. No one can doubt that the proper instruction of our large classes which must be divided into sections demands better qualified teachers than we have sometimes had for them. Further, we need an influx of new men of varied training who will be strong enough to make themselves felt both as teachers and scholars, and who will deserve promotion as soon as their merits have been proved.

At present our staff includes about twice as many Professors as Assistant Professors. Retirements within the next ten years will probably reduce by half the present staff of full professors. It appears to me that we should have a better-balanced staff if we were to increase the number of assistant professors, and decrease the number of full professors. If our instructors knew that meritorious achievements would not infrequently lead to promotion in rank, their interest would quicken, and their scholarly productiveness would be encouraged.

The great danger in a period like the present is that economic depression should lead to moral depression. If our younger men lose the ambition to advance themselves and the interests of the College, we shall quickly fall into lethargy. The activities of all who show special ability as teachers and scholars should at once be recognized, and their rewards not too long delayed.

In this connection may I commend your action of last year in requesting reports of research in progress by individual members of the faculty? In the Arts College group there were sixty-five such reports. Among those who did not report to you, sixteen listed publications in the Librarian's Report, and there are many others well known for their researches. Believing that the Administration should take a keen interest in the scholarly work of the faculty, I venture to hope that similar reports of research in progress may be collected at frequent intervals.

#### THE NEW CURRICULUM

The adjustment of entering Freshmen to our new curriculum, which went into effect this year, has been made without difficulty. There has been some shifting in departmental enrolments, though not enough to increase the teaching load of any single department unduly. In order to indicate the changes which have taken place, a comparison of student-hours by departments for the past two years is given in the following table:



## COMPARISON OF STUDENT HOURS

<i>Department</i>	1931-32	1932-33	<i>Percentage Increase</i>	<i>Percentage Decrease</i>
Bibliology .....	22	14		36.3
Chemistry .....	12627	12334		2.3
Classics .....	1328	1441	8.5	
Comp. Study of Literature.	216	267	23.6	
Economics .....	8783	7976		9.1
Education .....	1691	1918	13.4	
English .....	9801	10095	3.	
Geology .....	3080	2860		7.1
German .....	3193	3349	4.8	
Government .....	3206	2474		22.8
History .....	4337	5039	16.1	
Informal Study .....	286	50		82.5
Mathematics .....	7323	5747		21.5
Music .....	457	743	62.5	
Philosophy .....	1801	1971	9.4	
Physics .....	8043	6867		14.6
Psychology .....	3301	2851		13.6
Public Speaking .....	1672	1930	15.4	
Romance Languages .....	4991	4434		11.1
Scandinavian .....	5	81	1520.0	
Zoology .....	2157	2215	2.7	
Total .....	78320	74656		4.6

It will be noted that there has been a decrease of 4.6 per cent in the total teaching-load of the College. Since the total registration this year was 1944, as against 1920 last year, this decrease in teaching load must, in part, be attributed to fewer elections by non-college students. The largest departmental variations of increase and decrease are not necessarily significant, because they occur for the most part in small departments. Notable, however, are the decreases in Economics, Physics, Mathematics, Psychology, and Romance Languages which have warranted reductions in teaching staff. The decrease in enrolment for Informal Study is partly attributable to the abandonment of the "unsupervised" plan for this work. As the new major-group requirements become effective, we may expect a considerable increase of supervised informal study. Larger numbers than we now have in Education, German, History, Music, and Public Speaking, will necessitate either a limitation on enrolments or an increase of staff. As yet we cannot tell the trends of election in the new major requirements. One quarter of our Juniors and five per cent of our Seniors have elected to follow the new major-group program, but we shall have to await next year's elections before we can begin to tell whether or not the new demands are likely to exceed our present facilities.

Steps have been taken to provide a conference-week at the end of each term, during which students eligible to begin their major work may confer with the departments they elect, and make out tentative programs which will be confirmed at the time of registration. Since the new curriculum places responsibility for the proper selection of studies upon the departments, rather than upon the Dean's office, the success of the plan will depend in the first instance upon the cooperation of all the members of a department, with each other, and with the members of other departments who are in charge of related subjects.

The plan may be expected to lead gradually to the establishment of comprehensive examinations, or some other device which will weld together the varied courses into a single whole. Without some such device, in which both the student and the faculty will be involved, it is possible that the special field of

study, into which the student is now required to make explorations, will remain an inarticulate mass of courses united only by a name. Since a natural development is in all ways preferable to artificial rules of procedure, it is to be hoped that the added responsibility now placed on the major advisers will lead them to study, not only the names, but the content of courses which relate to form a single field of study; and that every aid, both formal and informal, will be given to students in bridging gaps and supplying an insight which will shape the major work into a truly educative enterprise.

#### REQUIREMENTS FOR ADMISSION AND GRADUATION

Movements in the direction of greater flexibility in the administration of fixed requirements for admission and graduation in Arts and Sciences have been recently announced by many leading American Colleges. A scrutiny of our own requirements indicates that we stand almost alone in our insistence on a minimum requirement of five units in two foreign languages. Although for some time past we have not enforced this requirement for students who prepared for college in the Western and Southern states, we have given no general publicity to these exceptions, and in every such case the student has been required to make up his deficiency after admission. The question is now before us whether or not we should adhere to this requirement, or substitute what has become the more usual requirement of three units in a single foreign language. A study of the number of units in foreign language actually offered by our present Freshman class, indicated that this year more than half of the class offered more than five units in these subjects, the usual combination being Latin and French.

While over ninety per cent of our Freshmen offered two or more units in Latin, and two-thirds of these students were prepared with three or more units to continue the study of Latin in college, only about one-fifth of this number did so. Does this fact mean that preparation in Latin is largely wasted? I think not. Latin is surely as well taught as is any other foreign language in the secondary school, and a continuous training of two or more years in the subject should have a definite value, even when it is not pursued farther in college. The fundamental importance of training in a foreign language as a means of cultivating literacy can hardly be gainsaid, and without a reasonable amount of linguistic training the student of Arts and Sciences is seriously handicapped. If we should relinquish our requirement of a second foreign language at entrance, it is probable that in time Latin would be less frequently offered as an entrance subject. Will the linguistic attainments of our students then suffer an impairment? I do not know; but it does seem clear that any decrease in our requirement of training in foreign language should be accompanied by more exacting requirements in English.

The former President of the Carnegie Foundation for the Advancement of Teaching has recently made the following statement: "A requirement that the applicant for admission to the Freshman class must write, in good legible hand, a three hundred word letter couched in correct idiomatic English, would, if honestly enforced, depopulate the colleges of the country." Unwilling though I am to believe that such a requirement would seriously affect our own enrolment, Dr. Pritchett's broad statement gives pause to any proposal which would enlist students less literate than those we now have. If, however, by means of some such test we could effectively safeguard our admissions, our requirements in the study of foreign language might be somewhat lessened.

Sound as I believe to be our present minimum requirement of a fourth year of a foreign language to be studied in college, the fact remains that to many students this requirement is more of a hurdle than, as it should be, an opportunity to secure both a desirable insight into the ways of thought of another people, and a critical reflection upon one's own linguistic usage. If and when we must relinquish any of our linguistic requirements I trust that we shall be

able to enforce an adequate test of literacy before admission. If, after admission, there are still some who though passable are weak in English, they should receive tutorial assistance as an extra-curricular requirement until such time as they have attained a reasonable level of proficiency, both in speech and writing.

#### ACADEMIC DISCIPLINE

While the enforcement of our entrance requirements has always been vigorous, many of our students are admitted on certificate from a wide variety of schools of varying standards. These certificates of preparation for work in the prescribed subjects of the Freshman curriculum are not as trustworthy as a more uniform test, like the College Board Examinations, would be. Experience has shown that the number of Freshmen dropped from the rolls of the College at the end of their first term of residence for unsatisfactory academic records has sometimes been large. In the past dozen years this number has gone as high as sixty. This year, however, it was only eight. The chief reason for this decline is the deliberately adopted policy of the Advisory Board for Underclassmen to retain in college all who, despite a poor showing at the end of the first term, gave promise of completing a satisfactory year of college work.

The results would seem to justify the policy. Of sixty-eight unsatisfactory two-term Freshman records, it was found necessary to drop from the rolls only thirteen names. These students have been variously treated: Four may not re-enter this College, one was dropped indefinitely, another for one year, and seven will be permitted to return if they pass College Board re-entrance examinations in subjects wherein their preparation appeared faulty. In eight other instances, where the desirability of re-examination in entrance subjects was not clearly indicated, the students have been permitted to attend Summer Session to repeat courses failed, final action being deferred until the Summer Session records are available.

In the past those dropped for unsatisfactory records at the end of the first term have frequently been required to prepare for and stand re-entrance examinations in those subjects in which the College record showed weakness. The student thus dropped had a definite task before him which might be completed by a successful achievement in the College Board examinations held the following June or in September. When, however, a student is permitted to go on for a full year in college without achieving a satisfactory record, his status is more serious. In these times, a dismissal with the suggestion that the student take up other employment for a half year or a year is often of no avail, because temporary employment is so hard to find. It has thus appeared to the Board that all who seem worthy of another trial at college work should have an opportunity to demonstrate their worth during the summer interval. Thus those who are dropped with the privilege of re-entrance after College Board examinations may prepare for these tests and take them in September. Those who are permitted to correct their bad records in Summer School will, if successful, likewise, be able to return in the autumn. The cases of complete failure will presumably be those who are unqualified for a college education.

A second change in the Advisory Board's policy concerns probation actions at mid-term. The number of unsatisfactory records reviewed by the Board at this time usually amounts to twenty or thirty per cent of the underclass group. In 1931 the number placed on probation in December was 137. This year only four received this admonition. All others were warned orally, and, to many, formal letters were also written, copies of which were later sent to their parents or guardians. We are hopeful that this change in practice may prove fruitful of better efforts and better results on the part of those whose first essay at college work has been unsatisfactory.

It is obvious to any one who studies the records of our students that the first year, and especially the first term, is a really critical period. The student who

is able to make a satisfactory adjustment during his Freshman year seldom has much serious difficulty in the remainder of his course. In February last not a single upperclassman was dropped by the Committee on Academic Records. Throughout the past decade the 'drop-actions' of this committee have usually been less than ten a term.

If we were able to improve both our methods of selection at entrance, and the quality of our instruction during the Freshman year, the 'mortality' in the College on account of academic failure would become negligible. But these two desirable improvements must necessitate, first, a reduction in the number of admissions by the enforcement of more rigorous entrance-requirements, and secondly, an improvement of our teaching staff through the employment of better trained instructors for the Freshman courses. Thus, a reduction in income from tuition-paying students and an increase in the rate of compensation for teachers who are not primarily graduate students, would require additional funds for which new endowment must be sought.

No more urgent problem than this one of endowment confronts the College. Experience seems to show that our present clientele can furnish us approximately four hundred properly qualified Freshmen each year. If we could restrict admissions to this number, we should have presently a group of some fifteen hundred undergraduates, the great majority of whom might be expected to remain with us and take their degrees within the normal four-year period. In recent years we have admitted about 500 Freshmen, and 100 students with advanced standing, in September, and have graduated about 400 in the three periods, February, June, and September, when degrees are conferred.

Approximately half our graduates finish their course within the normal four-year period; the remaining half are for various reasons delayed or lost. In order to increase the number of those who can continue their courses steadily and effectively for the usual four-year period, we need more restrictions upon admissions and more effective teaching and guidance of those who are admitted. The problem is primarily one of personnel; a university's standards can be no higher than the scholarly attainments of its faculty and students.

#### DOUBLE REGISTRATION IN THIS COLLEGE AND THE VETERINARY COLLEGE

Since the Veterinary College now requires for admission at least one year of college work, the faculty of Arts and Sciences has made special provision for those of its students who wish an A.B. degree before proceeding to the degree V.M.D. Double registration in the Senior year has been approved "with the provision that the fourth year program in Arts and Sciences (which would be the first year in Veterinary Medicine), so far as it deviates from the regular first year of Veterinary Medicine as described in the Announcement of that College, must be approved by the student's major adviser in Arts and Sciences, and by the premedical Committee of this College." The proviso is made primarily on account of those students who may have completed some of the first-year subjects in Veterinary Medicine during their undergraduate courses.

#### THE COMMITTEES

The standing committees of the College, upon which the administration rests heavily for the determination of its policies and the execution of its regulations, have served faithfully and effectively. During the past year the members of these committees and their dates of retirement have been as follows:

*Educational Policy:* J. P. Bretz (1933), G. W. Cunningham (1934), R. E. Cushman (1935), P. T. Homan (1935), C. C. Murdock (1934), H. D. Reed (1933).

The recently elected members to succeed Professors Bretz and Reed are W. B. Carver (1936) and J. W. Hebel (1936).

*Advisory Board for Underclassmen:* J. G. Jenkins (1935), B. W. Jones (1934), E. A. Kubler (1934), A. W. Laubengayer (1933), J. F. Mason (1933), E. Nungezer (1935), J. W. Papez (for H. E. Howe) (1933), A. P. Whitaker, (1934), J. L. Woodward (1934), Chairman.

*Committee on Academic Records:* O. F. Curtis (1935), A. C. Haigh (1934), J. Hutton (1935), E. A. J. Johnson (1935), J. R. Johnson (1933), Carl Stephenson (1934), O. D. von Engeln (1934), R. H. Wagner (1933), H. P. Weld (1933). J. L. Woodward (ex officio).

*Committee on Scholarships:* C. W. Mason (1934), P. M. O'Leary (1935), J. W. Hebel (1933), Chairman.

*Committee on Conduct of Examinations:* William Babcock (1935), J. J. Elson (1933), Marion I. Glaeser (1933), William Gutknecht (1933), A. H. Huntington (1934), A. W. Laubengayer (1933), Ellen Mangan (1934), Richard Robinson (1935), R. H. Wagner (1935), Herbert Woodward (1933), J. L. Woodward (1934).

*Committee on Goldwin Smith Lectures:* Lane Cooper, M. L. W. Laistner, M. G. Bishop, *vice* O. G. Guerlac (deceased), Chairman.

In reference to the last named committee, which now ceases its function in the College, I make note of the sudden death of its chairman, Professor Guerlac. Since its formation in 1923, Professor Guerlac made the administration of the Goldwin Smith Lectures peculiarly his own. Thanks largely to his efforts we have enjoyed the opportunity of hearing and coming to know many of the world's most distinguished scholars. During the past ten years the Goldwin Smith series has included some 250 lectures by nearly as many lecturers.

It has now been decided to consolidate the administration of the University's various lecture funds under the direction of a standing Committee of the University Faculty. The College of Arts and Sciences has therefore relinquished its responsibility for the Goldwin Smith Lectures, which henceforth will be supervised by the same committee which administers the Schiff and Messenger Lectures.

#### THE NEEDS OF DEPARTMENTS

The annual reports of the departments indicate certain needs of improvement in staff, organization, and facilities which I herewith record.

*Astronomy:* It is my understanding that an agreement has been reached to transfer this department from the School of Civil Engineering to the College of Arts and Sciences. Provision will be made for office and classroom space in Rockefeller Hall. The Professor of Astronomy reports the need of a more adequate and less costly heating system in the Observatory where, but for this defect, the computing work of the department could be conducted. Certain additional equipment and repairs are also called for.

*Animal Biology:* We still await the reorganization of this work into an administrative unit of the College. For this subject, at present, there is no single officer with whom my office can communicate, and it is very difficult to deal effectively with the individuals who conduct the fifty-four courses in Animal Biology which the College announces. The courses involved fall naturally into three groups. First, are the six courses in Zoology which are under the budgetary supervision of Arts and Sciences. Secondly, there are twenty-one courses offered by the medical faculty of Stimson Hall. These courses, like those in Zoology, chiefly serve the needs of 'Arts' students, and are already organized under the special faculty of the local branch of the Medical College. Thirdly, the College announces twenty-seven courses given by members of the faculty of the College of Agriculture. Certain of these have been listed as 'Arts' courses ever since the formation of the College. Others were added in 1925, when a Division of Biology was created for the purpose of organizing this work in the interests of 'Arts' students. This unwieldy Division never

functioned effectively as an administrative unit, and latterly has broken down altogether. General Biology, Entomology, Taxonomy, Ichthyology, Herpetology, Mammalogy, Ornithology, Cytology, Genetics, and Conservation of Wild Life, are the main subjects included in these courses. With a few exceptions, the election of these courses by 'Arts' students never has been large. The exceptions are General Biology, Biology of the Human Species, Genetics, and two courses in Parasitology.

I think it fair to suppose that the election of the remaining twenty-two courses by 'Arts' students would not be impaired if these were neither listed nor departmentally organized as a part of the 'Arts' curriculum. During the past term our students elected work in eighty-eight out-of-college courses, fifty-three being courses of the State Colleges. From that record I judge that our students have no difficulty in finding their way into the courses of sister colleges, and that there would be no serious loss sustained by any one if this College ceased to exercise supervision over those courses which in the past ten years have averaged less than ten elections a year. We might then have a more manageable situation, and also, I believe, an offering in Biology at once more attractive and less confusing to the student.

It will still be necessary to provide some responsible officer with whom this College can communicate in the supervision of such courses of the College of Agriculture as remain on our list. I trust that some action can be taken in the near future which will supply this administrative deficiency.

*Chemistry:* With the approval of the faculty, the Department has reorganized its curricula for the degrees of Bachelor of Chemistry, and Chemical Engineer. The number of hours has been reduced from 142 to 137 in the course leading to the Bachelor of Chemistry degree, and from 145 to 138 in the course leading to the degree Chemical Engineer. Also the number of elections has been increased in the first course from eighteen to twenty-three hours.

According to the department's report, "one of the most urgent needs of this department is the strengthening of the work of instruction and research. The modification of the curricula, as already stated, was undertaken with this object in view. We are aware, however, that for the achievement of greater efficiency in this direction, and for serving the University most advantageously, it will be necessary to increase our staff of instruction."

*Classics:* This department sustains a serious loss in the resignation of Dr. H. F. Cherniss, who leaves us to accept an appointment in the Johns Hopkins University. The success of this department depends largely upon the enthusiastic and effective teaching of competent scholars, and the problem of filling instructorships appears to be here one of real difficulty.

*Education:* With an ever increasing enrolment, this department is distinctly under-manned. We need particularly a well trained scholar in the History of Education, and an additional instructor to assist in the largely-elected courses which are designed to meet State requirements for teacher-training certificates.

During recent years a series of conferences has been held with members of the faculty who teach the subjects of the high-school curriculum. As a result, plans are being formulated to meet effectively the new State requirements of teacher training.

*English:* The teaching load of this department has increased while the effective staff has been decreased. The Chairman reports as follows:

"The Department wishes to point out that only one of the vacancies caused by the loss of Professors Sampson and Adams has been filled, and to ask that, as soon as the present financial stringency has passed and funds are again available, the Department be authorized to present candidates for appointment to a Professorship.

"Among the reasons which might be urged for the appointment of an additional professor of English within the next two or three years, the Department wishes at the moment to stress only one. As the Department is at present con-

stituted the five senior professors will attain the age of retirement in successive years. When the period of these retirements is reached it will be necessary within five years to build practically a new department of English. In this task the department would like the aid and counsel of another professor of English who has obtained his training and experience at Universities other than Cornell, but who will have had several years to become acquainted with the needs of this Department." I heartily endorse this request.

*Geology:* The new comprehensive year-course in Geology which was inaugurated to meet the new curricular science requirement in this subject, has been highly successful. It has brought the various members of the department together in a united effort to furnish a single elementary course serving the needs both of the department and of the College as a whole. The vacancy in Mineralogy and Petrography, occasioned by the retirement of Professor Gill, should be filled as soon as possible. Adequate housing of the department in McGraw Hall is also a crying need.

*German:* The departmental registration is excessive for the meagre staff of instruction. During the past term, the senior Professor, Dr. A. B. Faust, has occupied a visiting professorship at the University of Vienna on the Carnegie Peace Foundation. Owing to his absence there was a slight decrease in registration for advanced courses, but as the number of students who have studied German before entrance increases, the demands upon the department for collegiate instruction seem bound to grow steadily.

*History:* The departments now housed in Boardman Hall express satisfaction with their new quarters. Some additional support is needed for administrative supervision of the building. I suggest that a clerk and stenographer would be highly desirable in order that a central office might be provided for handling the correspondence and general business of the departments of History and Government which occupy the building.

*Mathematics:* The decrease in registration for elementary courses has made possible a slight reduction in the number of instructors needed by the department. The courses required by the Engineering Colleges have now been placed under the supervision of Dr. V. S. Lawrence, Jr., who has been advanced to the rank of Assistant Professor.

*Music:* Increased enrolment in the courses in Music brings to light the inadequate housing of this department, and especially the lack of sound-proofing between rooms used simultaneously for musical purposes. The use of the department's recording instruments—phonograph and player-piano—is a gratifying indication of the interest now taken by students at large in familiarizing themselves with the best music. The department reports that on an average some twenty students a day avail themselves of the opportunity to use its collection of records.

*Philosophy:* It is gratifying to note that the department is increasing its registration, and that a special provision has been made for the comprehensive examination of honor students. Professor R. W. Church, who has been absent on leave during the past year, will resume his work in the Autumn.

*Physics:* A decreased registration in the elementary courses designed for 'Arts' and Engineering students has made it possible for the department to carry on its work with a smaller staff of instruction, but at the same time increased enrolments in advanced courses indicate a crying need for new equipment. The staff also needs strengthening, particularly in view of the fact that three senior members are on the eve of retirement.

*Psychology:* The department loses one of its two instructors by the appointment of Dr. R. B. MacLeod as Assistant Professor of Psychology at Swarthmore College. The remaining staff appears to be adequate to meet the needs of a somewhat decreased student enrolment.

*Public Speaking:* The chief need of this department is a subsidy for its work in dramatics. Receipts from the productions in Willard Straight theatre have fallen off during the depression, and the head of the department is at present underwriting this enterprise, including a portion of the salaries of the theatre staff.

*Romance Languages:* A decreased enrolment in the elementary courses has made smaller sections and better instruction possible. The vacancy created by the death of Professor Guerlac has not been filled, but should be at the earliest moment.

*Scandinavian:* The Professor of the Scandinavian Languages and Literatures, who is also Curator of the Icelandic Collection, finds himself in dire need of an office where he can meet his students and carry on his professorial activities. The place of the Icelandic Collection in a remote part of the Library stacks makes him inaccessible to students and colleagues, and puts his duties of instruction under a serious handicap. I hope that an adequate office may presently be found for him.

R. M. OGDEN,

Dean of the College of Arts and Sciences.

## APPENDIX IV

### REPORT OF THE DEAN OF THE LAW SCHOOL

*To the President of the University:*

SIR: I have the honor to submit the following report concerning the Cornell Law School for the academic year 1932-33:

As stated in my last report, the Law School moved from Boardman Hall to Myron Taylor Hall early in June 1932. Our 1932 Summer Session was held in the new building. During the summer we had an opportunity to become established in our new quarters, and everything was, therefore, in good working order when the School opened in September.

On October 15, 1932, the formal ceremonies of dedication of Myron Taylor Hall were held in the beautiful Moot Court Room, and were followed by a buffet luncheon in the Reading Room, which was tendered to the guests of the University by the Cornell Law Association. The ceremonies were attended by a large number of the Law School alumni, by representatives of law schools, universities, and of the bench, by the trustees, deans, and others occupying executive positions in Cornell University, by the law student body, and by specially invited guests.

Honorable Frank H. Hiscock, Chairman of the Board of Trustees, presided. The speakers were Myron C. Taylor, the donor of the building, Honorable Cuthbert W. Pound, Chief Judge of the New York Court of Appeals, President Livingston Farrand, and Dean Charles K. Burdick. The Chairman read a telegram from Honorable Charles Evans Hughes, Chief Justice of the United States, who was at one time a member of the faculty of the Cornell Law School.

Mr. and Mrs. Taylor spent the night of October 14 in the guest rooms of our apartment in the tower of Myron Taylor Hall.

A year spent in Myron Taylor Hall has happily shown us what extremely satisfactory facilities it furnishes for all of the activities of the School. With its five stack levels it houses the law library adequately with plenty of room for expansion. Its reading room, 180 feet long, 48 feet wide, 50 feet high, with superb fenestration, and affording the semi-seclusion furnished by a series of book-lined alcoves, is an ideal center for the work of the law students. The indirect artificial lighting on the library tables is not anywhere surpassed. Off



the reading room is a smaller room, much less formal in character, where a hundred or more current legal periodicals are placed. Another room off the main library houses the League of Nations Collections given by Mr. Taylor. Off the stacks and close to the books are faculty and research offices, cubicles, and half a dozen seminar rooms. Next to the great reading room the most impressive unit of Myron Taylor Hall is the Moot Court Room. The class rooms, lounges, and organization room are most satisfactory. The new building furnishes unusual facilities for graduate and research work in law. One of the outstanding features of Myron Taylor Hall is the acoustical engineering which has made the corridors quiet, and the Moot Court and other rooms excellent for their various uses.

The only change which was made in the Law Faculty during the past year was the appointment of Mr. Lewis W. Morse as Assistant Professor of law. He already holds the position of Assistant Law Librarian. Mr. Jack Neal Lott of Furman University Law School was Teaching Fellow for the year. Professor Laube was on sabbatic leave during the year, engaged in writing and in bringing out a new edition of Woodruff's Cases on Quasi Contracts. Professor Wilson, Professor Stevens, Professor Thompson, Professor Robinson, Professor Whiteside, Professor Farnham and I are all engaged in the writing or editing of books in our various fields. Under the auspices of the New York State Commission on the Administration of Justice, on which I was appointed by Governor Roosevelt, Professor Cushman of the Department of Government, and Professor MacDonald of the Law Faculty have been working under my direction on a study of the New York Penal Law, which it is hoped will lead to the preparation of a New Penal Law, which shall be not only a great improvement upon the law now in force in this state, but which shall be a model for the revision which is greatly needed in all of our states.

During the year I have been directing research in the field of Extradition, and as Reporter I have been working on a Draft Convention on that subject for the Research in International Law. During the first week in June, a three-days' conference on this subject was held in Myron Taylor Hall at which were present Professor Hudson of Harvard, Director of the Research, Professors Dickinson and Reeves of Michigan, Professor Deák of Columbia, Mr. Joseph R. Baker of the State Department, Professor Briggs of Cornell, Henry S. Fraser, Esq., '26, of Syracuse, Mr. Terentieff and Mr. Tharaud, who had been assisting me, and myself. It is interesting to note in this connection that, when Hon. George W. Wickersham was a member of the League of Nations' Committee of Experts on the Progressive Codification of International Law, and Mr. Fraser was a student in the Law School, the latter, under my direction, did the first piece of research work in this field in this country, making a report to Mr. Wickersham on Territorial Waters. The International Seminar Room in Myron Taylor Hall furnished an excellent meeting place for the conference.

Our experience with the selective admission of students has proved satisfactory. We are thoroughly satisfied with the training given to our First Year Students by the moot court work, supervised by Professor Farnham. The comprehensive examination given to Third Year Students, described in my report for 1931-32, while not yet thoroughly perfected, is proving very useful. We are continuing the study of our whole curriculum, and of our teaching methods and teaching material with good effect. We have increased our small group instruction, especially for advanced students.

This year the first graduate degrees in law were awarded, two candidates receiving in June the J.S.D. degree and one the degree of LL.M. Three other candidates for the doctorate hope to complete their work before September. The work done by these men has been good, and in the case of one of them it has been very excellent. The presence of these students has been stimulating. We believe that our graduate work in law has been started on a high plane. One of our outstanding needs at present is the establishment of adequate graduate fellowships in law, comparable with those at Harvard, Yale, and Columbia.

By reason of our special Law School calendar, which brings our examinations to a close at the end of May, very few law students have remained in Ithaca for the University Commencement. A recommendation was, therefore, made by the University Faculty and by the Faculty of the Law School that the President and the Dean of the Law School be authorized to arrange a separate Law School Commencement. The Commencement was set for Thursday, June 1, and was held in the Moot Court Room of Myron Taylor Hall. The President, the Provost, several of the Trustees, the Deans of the other Schools and Colleges in Ithaca, the graduate students in law, and members of the Third Year Class made up the academic procession. Warnick J. Kernan, Esq., '05, was the principal speaker, and the President and Dean also delivered short addresses. The President awarded the degrees and the diplomas were received by the graduates in person. The exercises were dignified but intimate, and were acclaimed a great success. They were followed by an informal luncheon of the Third Year Class and the Law Faculty, at which the President and Mr. Kernan were guests. The evening preceding Commencement the Third Year Dance was held in the Men's Lounge.

Our efforts to extend our sphere of influence to a wider group of universities and colleges, referred to in my last preceding report, have been continued, and have proved very successful. We have been greatly aided in this direction by the First Year scholarships which have been provided by the Board of Trustees. An unprecedented number of applications for admission to the Law School has been received this spring. Seventeen scholarships in the First Year Class have been awarded and accepted. The recipients come from the following institutions: Cornell, Harvard Graduate School of Business Administration, Princeton, Hamilton, Dartmouth, Williams, Wesleyan, Rutgers, Swarthmore, Fordham, Colgate, Knox, University of Oregon, and University of Arkansas.

Besides the scholarships established by the Board of Trustees, those endowed by alumni, and given annually through the Cornell Law Association have been of the greatest assistance. This last year we have benefited for the first time from the Cooke Loan Fund of \$50,000 given by Walter P. Cooke, which is supplemented by the revolving Law Association Loan Fund of about \$3600, but all of these sources of aid have been stretched to their utmost this year to meet the pressing need of law students.

The annual Moot Court work of the First Year Class, under Professor Farnham's direction, was brought to a successful conclusion with the final argument on April 14th, before a court composed of Honorable Frank H. Hiscock, formerly Chief Judge of the New York Court of Appeals; Honorable Daniel J. Kenefick, of the Buffalo Bar; and J. DuPratt White, Esq., of the New York City Bar. Professor Edward S. Corwin of Princeton, delivered the annual lecture on the Frank Irvine Foundation. Other lectures during the year were delivered before the Law School by Professor Elemér Balogh, of the University of Berlin; Walter Fairchild, Esq., of the New York City Bar; Hon. Oliver D. Burden, '96, of Syracuse. Hon. Irving Lehman, Judge of the New York Court of Appeals, visited Cornell to speak before Curia, the Jewish legal society.

Accessions to the Law Library for the year numbered 1910, of which 156 were gifts. 141 volumes were added to the Bennett College of Statute Law. The Myron Taylor Collection of League of Nations Publications is substantially complete to date, and all of the volumes are bound. During the year 851 law library volumes have been bound or repaired.

In June 1932 the Boardman Scholarship for the best work during the preceding four terms was awarded to Mr. William Francis Sullivan. For the academic year 1932-33 the First and Second Fraser Scholarships were awarded by vote of the Third Year Class to Lucien Tharaud and Leo Sheiner. The W. D. P. Carey Exhibition for the best work done with the Comprehensive Examination was won by Herman Stuetzer, jr.

The total registration throughout the past three years in the regular sessions of the Law School has been as follows:

	1930-31	1931-32	1932-33
Third Year .....	48	49	32
Second Year .....	61	33	48
First Year .....	71	74	69
Special .....	2	1	1
Graduate .....			6
	<hr/> 182	<hr/> 157	<hr/> 156

Of the total of First Year Students those also registered as Seniors in the College of Arts and Sciences numbered 39 in 1930-31, 36 in 1931-32 and 34 in 1932-33. Of the students registered in the Law School 34% lived outside of New York State in both 1930-31 and 1931-32, and 32% in 1932-33. 31 Colleges and Universities were represented in the student body this past year, and the students in the Law School came from 13 states. Between July 1, 1932 and July 1, 1933, 41 students were recommended for the degree of LL.B., four with honors, and have had that degree conferred upon them by the Trustees. Between the same dates 13 law students were dropped from the Law School.

Following is the roster of the Faculty in the 1932 Summer Session in Law and the courses taught:

Thomas C. Billig, A.B., A.M., LL.B., J.S.D., Associate Professor of Law, West Virginia University Law School. Administration of Insolvent Estates.

Elliott E. Cheatham, A.B., LL.B., Professor of Law, Columbia University Law School. Trusts.

William H. Farnham, A.B., LL.B., S.J.D., Professor of Law in the Cornell Law School. Property II.

John W. MacDonald, A.B., A.M., LL.B., Assistant Professor of Law, and Secretary of the Law School. Administrative Law.

Gustavus H. Robinson, A.B., LL.B., S.J.D., Professor of Law. Admiralty.

Roscoe T. Steffen, A.B., LL.B., Professor of Law, Yale University Law School. Sales.

Robert S. Stevens, A.B., LL.B., Professor of Law in the Cornell Law School and Director of the Summer Session. Remedies.

Horace E. Whiteside, A.B., LL.B., S.J.D., Professor of Law in the Cornell Law School. Remedies.

Lyman P. Wilson, B.S., J.D., LL.D., Professor of Law in the Cornell Law School. Evidence, Remedies.

For the reasons stated in my report for 1930-31, we decided to replace our Summer Session of 11 weeks, as conducted in former years, with one of 6 weeks in 1932. It was necessary, however, to provide a further period of 4 weeks, for students who had entered in June 1930 and had used that Summer Session and the one in 1931 with the understanding that they could graduate in September 1932.

Because the 1932 Summer Session ran a deficit of some \$3,000, and because there seemed no substantial demand for a continuance of a Summer Session in Law, as shown by the relatively small enrollment, the Faculty of Law recommended to the Trustees, that such Summer Session be discontinued, and this recommendation was approved. Therefore, there will be no Summer Session this year, or in the future, unless reason should appear for a change of policy.

CHARLES K. BURDICK,

Dean of the Law School.

## APPENDIX V

REPORT OF THE DIRECTOR OF THE  
MEDICAL COLLEGE*To the President of the University:*

STR: I have the honor of presenting the following report of the Medical College for the academic year 1932-33.

The past year has been one of outstanding importance in the history of the Medical College, marked by the initiation of the College in its new plant in organic association with the New York Hospital. During the summer months when the plant was nearing completion, all departments were busily engaged in the problems of equipment, of moving, and in planning for their work in the new plant. Fortunately, the buildings were ready for occupancy on time, and preparations were sufficiently advanced so that no serious interference with the activities of the College were encountered.

The New York Hospital was ready for the reception of patients on September 1, allowing nearly a month for the organization of the clinical departments before the opening of the College. The formal opening of the Medical College occurred on September 27, 1932, when addresses were made by President Farrand and by Mr. Edward W. Sheldon, President of the New York Hospital.

During the year the Medical College lost by death two members of its faculty: Dr. Graham Lusk, Professor of Physiology, Emeritus, and Dr. Isaac J. Furman, Professor of Clinical Psychiatry. There have been three resignations from the faculty: Dr. Lilian K. P. Farrar, Assistant Professor of Clinical Obstetrics and Gynecology; Dr. Lawrence W. Smith, Assistant Professor of Pathology; and Dr. J. Dashiell Whitham, Assistant Professor of Clinical Surgery (Otolaryngology). There were a number of additions to the faculty, especially in the clinical departments, as follows: Dr. Richard W. Jackson, Assistant Professor of Biochemistry; Dr. Ephraim Shorr, Assistant Professor of Medicine; Dr. Robert A. Moore, Assistant Professor of Pathology; Dr. Jacob Furth, Assistant Professor of Pathology; Dr. Jules Freund, Assistant Professor of Pathology; Dr. Philip M. Stimson, Assistant Professor of Clinical Pediatrics; Dr. Jesse F. Sammis, Assistant Professor of Clinical Pediatrics; Dr. Ralph F. Bowers, Assistant Professor of Surgery; Dr. Richard Meagher, Assistant Professor of Surgery; and Dr. John F. McGrath, Assistant Professor of Clinical Obstetrics and Gynecology.

The administrative work of the College has been going through a period of readjustment. The Director has devoted much of his time to problems of organization of the faculty and of the professional services of the Hospital, while Dr. Ladd, Associate Dean, has carried a major portion of the organization of instruction and student relations. He has also organized the student health service on a new basis and has expended much thought and energy on the various problems related to the student body. The business methods of the College have been somewhat changed and Mr. Lund has been engaged in bringing about a closer co-ordination with the central business administration of the University.

There were 253 candidates for the degree of Doctor of Medicine in the College during the year, 18 of whom were first year students in the Ithaca Division. Fifty-five students were graduated at Commencement on June 8, 1933. On this occasion a notable address to the graduates was given by Dr. Simon Flexner, Director of the Rockefeller Institute for Medical Research.

The Committee on Admissions has accepted 63 students for the Medical College in New York for the coming year, and 26 students have been accepted for the Ithaca Division. The first year class will contain the largest number admitted in recent years. It was decided to exceed the prescribed quota of

seventy-five new students for next year as an experiment, partly because the financial situation will probably cause the withdrawal, before the beginning of the next academic year, of a small number of those accepted. It seems that the acceptance of the extra students has been done without in any way lowering the standards.

The academic record of the students has not been as good during the past year as previously. The faculty voted to condition two students of the fourth year class, and their degrees were withheld pending their completion of further work in one subject and the passing of an examination.

In the third year class, two students were dropped from the College and five were conditioned. In the second year class, three students were dropped, two withdrew before the end of the year on account of poor scholarship, and ten were conditioned, while of the first year class four were dropped, two withdrew, and four were conditioned. There were, therefore, fourteen students who were dropped or who withdrew from the College, while twenty-one students were conditioned and these must complete their deficiencies before they can continue in the College. An analysis of the reasons why so many of the students failed to carry the work of the curriculum satisfactorily seems to indicate that in some instances financial worries may have played some part. In other instances unsatisfactory living conditions were apparently a contributing cause of failures, particularly in the case of students who lived long distances from the College and spent as much as two or three hours a day traveling to and from the College. The consideration given to the problems presented by the student body in this respect emphasizes strongly the advantages that would undoubtedly come from suitable living quarters for students in the immediate neighborhood of the College, and strengthens the opinion that a dormitory would do much to create a community spirit among the students and improve the conditions under which their medical studies are pursued.

Besides the regular students of the College, there have been seven students registered for the Ph.D. degree, to one of whom the degree was granted in February. There have also been nine registered special students, not candidates for a degree, and several workers holding National Research Council Fellowships or accepted by the heads of departments as volunteer research workers.

The reports that have been received from the heads of the major departments and which have been placed on file present a gratifying composite picture of the activities of the Medical College. Practically every full-time member of the teaching staff has been actively engaged in some phase of research, in the clinical as well as in the laboratory departments. It is quite remarkable how quickly all the departments have succeeded in adjusting their work to their new surroundings and have not only organized the teaching in an efficient manner but have also taken up the study of problems interrupted by moving from the old buildings or by transferring from other institutions. The list of studies that have been reported by the heads of departments is too extensive to be included in this report.

Monthly meetings of the newly formed Cornell University Medical Research Society have been held throughout the year, at which members of the staff have reported the results of their investigations. Monthly meetings of the Discussion Society have also been held, when the younger members of the staff who are active in research have met for informal critical discussions of their work. Both of these organizations have helped to stimulate the scientific activities of the College.

It is of interest to note the number of research projects under way involving collaboration between members of different departments. In several instances the laboratory departments have contributed in a valuable way to the work of the Hospital. As an example, a splendid contribution has been made by Dr. Hatcher, Professor of Pharmacology, as a member of the Formulary Committee of the Hospital which has accomplished a notable piece of work in the reorganization of the use of drugs in the Hospital, effecting a saving of several

thousand dollars a year by eliminating the use of patented and special preparations in the treatment of patients.

The Department of Public Health has also been useful to the Hospital in acting as a local health department, to which all communicable diseases are reported. The Department then makes the official report to the City Board of Health and advises as to the public health measures to be instituted in the Hospital in such cases.

In this report, emphasis should be given to the activities of the clinical departments, for the past year is especially noteworthy as inaugurating medicine, surgery, obstetrics and gynecology, pediatrics, and psychiatry on a true university basis in cooperation with the New York Hospital. The heads of these departments and their associates have been faced with the very complex problem of organizing the professional services of the Hospital and making it ready for the care of patients, and at the same time preparing for teaching, equipping laboratories, and creating an organization for conducting the manifold functions of a teaching hospital service. The members of the administrative staff of the Hospital, the nursing staff and other members of the hospital organization gave splendid cooperation, but a large part of the organization of each department had to be directed by its professional head. Although much remains to be done, the accomplishments of the past year by the heads of the clinical departments are of great credit to them. The organization of the professional personnel has been especially difficult in some of the departments in which much thought has been given to bringing various groups together into a single organization. It may be said that the departments have on the whole met with success their obligations in regard to the care of patients, to teaching, and to the pursuit of scientific research, and that the results may be taken as a signal of success for the full-time plan of organization.

The Medical College has continued to receive funds from various sources for the support of special studies. Those mentioned in the report for the previous academic year have been continued with the exception of a grant from the Josiah Macy, Jr. Foundation for the work of Dr. Churchman, whose support will have to be discontinued. This Foundation has, however, made a new grant for the support of a study on the extract from the adrenal cortex by Dr. Andrus in the Department of Surgery.

The foregoing report gives an entirely inadequate idea of what has taken place in the Medical College during the past year, and it would seem unwise to attempt either a detailed description of all that has taken place or an extensive account of all that is planned or hoped for in the future. The present year should be considered as laying the foundation for future developments. We believe that fine material is at hand for building a great institution. This year has been one of assembling the material and adjusting it so that the essential activities of the College and of the New York Hospital could be carried on. It is our hope that steady progress may be made in succeeding years in developing a wide-spread spirit of scientific and humanitarian enthusiasm, in the student body as well as in the staff, and in perfecting the methods of medical education.

G. CANBY ROBINSON,  
Director of the New York Hospital-  
Cornell Medical College Association.

## APPENDIX VI

REPORT OF THE SECRETARY OF THE ITHACA  
DIVISION OF THE MEDICAL COLLEGE

*To the President of the University:*

SIR: I have the honor to submit herewith the report of the Ithaca Division of the Medical College for the academic year 1932-33.

The number of students registered in the Medical College here was less than the quota allotted to the Ithaca Division. This was due in large part to the financial situation which caused students, who had been accepted for admission, to fail to qualify in the spring and others to withdraw in the fall. Of the eighteen students who finally registered, thirteen were from Cornell and five from other institutions. There has been no decrease in the number of applicants, either for admission to Cornell or the other medical colleges of the country. While no records have been kept, it is the distinct impression of all those dealing with the pre-medical students, that the number in our College of Arts and Sciences preparing for medicine has been steadily increasing for some years. To deal with the problem of guiding these students a special committee of the Arts College was appointed with the Professor of Anatomy as Chairman. As only a relatively small proportion of the Cornell pre-medical students can be admitted to the Cornell University Medical College the Committee is planning recommended curricula for three and four years in the College of Arts and Sciences which will prepare the student for admission to Cornell and also to other first class medical colleges. Since some of these students will not enter medical college, either for financial reasons or because of changed interest, this Committee is planning these curricula on broad lines so the students may be prepared for careers as teachers or investigators in the Biological sciences or for work in other intellectual fields.

As in previous years the number of graduate students taking work in the various departments of the medical college has been large. The direction of the graduate work of these students continues to absorb a considerable amount of the time of the major professors. While there is danger that this may cause neglect of the primary function of instruction of undergraduate and medical students especially in small departments such as those in the medical college, it is a pleasure to report that the instruction here has not been neglected. On the other hand, there is a great advantage in having the medical students brought into this rather intimate contact with students doing graduate work and research. For the medical students themselves are not as yet prepared to undertake research problems nor do they have the time for it.

In the Department of Anatomy twenty students were registered for graduate work, five majors and fifteen minors. In Histology and Embryology there were twenty-four such students, thirteen majors and eleven minors. In Physiology there were twenty-nine graduate students, four majors and twenty-five minors and in Biochemistry, there were forty-eight graduate students, six majors and forty-two minors. This makes a total of one hundred twenty-one majors and minors under the supervision of the Faculty of the Medical College. As usual a number of papers have been published from each department. These will be found listed in the report of the University Librarian. From time to time reprints of these articles are bound together as "Researches from Stimson Hall." There are now eight large volumes of such publications. A set of these has been deposited in the Van Cleef Memorial Library, in the Library of the Medical College in New York, and in the Flower Library of the New York State Veterinary College.

In the Faculty there have been few changes. Assistant Professor Adelman has been absent on leave as noted later in this report. I wish again to stress the hearty spirit of cooperation throughout the whole group in the Medical College here. Faithfulness to work and a desire to help one another has pervaded the whole staff from highest to lowest and this spirit of helpfulness and industry has been contagious through all classes of students.

The curriculum of the Medical College and the methods of instruction in the departments have undergone slight change from the previous years. The work at Ithaca is correlated closely with that in New York so that students trained here are on a par with the first year students trained in New York. Although no innovations have been instituted the instruction has not become stereotyped since all the professors and instructors are engaged in research work and are continuously keeping up with the recent advances in their subject. Their interest and enthusiasm in their work is reflected in their teaching and is communicated to the medical students. We are fortunate in that the members of the medical faculty are not only ardent investigators but also combine with this the qualities of excellent teachers.

In the Department of Anatomy there have been no changes in the staff and the routine work of instruction and research has been carried on efficiently. The normal additions to the teaching collections in both gross anatomy and neurology have been made. The restricted appropriations have been offset by increased effort on the part of the staff as is also true in other departments so that the work has not been materially handicapped, although not expanded. There were two hundred seventy-eight course registrations in the department which is somewhat less than last year. In addition there were twenty graduate students already mentioned.

In the Department of Histology and Embryology, Assistant Professor Adelman has been on Sabbatical leave for the whole year and no substitute was appointed to take his place. To help take care of the laboratory teaching one extra assistant was appointed and one of the instructors from the Department of Anatomy gave part time in Histology as well as the graduate scholar. In spite of this, Doctor Adelman's absence threw added responsibility and a heavier teaching load on all. Professor Kingsbury points out that it was not only or mainly as a teacher, but rather because of broad contacts with certain advanced work and literature, that Doctor Adelman was missed so that his absence distinctly lowered the research atmosphere of the department. Moreover, certain special courses which had been developed by him were temporarily suspended.

The weekly "Histology Seminary" as a means of maintaining contact of staff and advanced students with pertinent research work in the field of Histology and Embryology, was conducted this year as heretofore. I cannot too highly emphasize the importance of this rather unique exercise which under Doctor Kingsbury's guidance has a powerful and stimulating influence on all the research work in the department.

There were three hundred forty-one course registrations in the department as well as the twenty-four graduate students previously listed.

Professor Emeritus Simon H. Gage has completely recovered from his serious illness of last spring and may be found daily in his room in Stimson Hall. Although not an active member of the faculty, he has been for some years the directing Librarian of the Van Cleef Library and his activity and enthusiasm in research has continued to act as an inspiration to all who come in contact with him.

In the Division of Physiology of the Department of Physiology and Biochemistry, although the staff comprises only one Professor, an Assistant Professor and one Instructor, as regards both teaching and research, nothing vital in modern physiological practice is lacking. The courses cover every important chapter of Physiology and the research is sufficiently broad to include



the study of biophysics, tissue respiration, the hormones, and conditioned reflexes. Every effort is being made to develop a sound and comprehensive curriculum, carefully integrated with the instruction offered by the other branches of Biology work here at Cornell and leading the undergraduate student to the advanced instruction offered in Physiology in the Medical College. The course registration in Physiology this year numbered four hundred eighty-eight in addition to the twenty-nine graduate students already noted. A large number of these was in Doctor Dye's course in Human Physiology, taken mostly by the students in the Colleges of Arts and Sciences, Agriculture, and Home Economics.

The division of Biochemistry in the Department of Physiology and Biochemistry has conducted the course for medical students in the usual efficient manner. Because of the large number of graduate students taking work in biochemistry, the department is greatly crowded for room. The isolation by Doctor Sumner of the enzyme urease, in a pure form continues to attract much attention. Reference has been made in previous reports to this notable advance in pure science. Doctor Kirk, who held a fellowship in the department this year on a grant from the Carnegie Corporation, has been doing excellent work in immuno-chemistry and has developed an anti-urease which Doctor Sumner believes is the first antibody ever obtained in pure condition.

There were one hundred eighty-one course registrations in Biochemistry this year in addition to the forty-eight graduate students doing research work.

In Stimson Hall a considerable amount of repairing has been done by the Department of Buildings and Grounds. This has materially improved the appearance of the building. Although erected over thirty years ago, the building is most admirably suited to its purpose, the main difficulty being lack of room for expansion in all departments, especially, to give more space for graduate students.

As noted in previous reports the income from the Sage and Sackett funds for research have been of inestimable value to the departments of the Medical College. This year especially with restricted appropriations the help from this source has been appreciated even more than normally. It has enabled the various departments to carry on in many pieces of research which must otherwise have been abandoned.

The endowment of the Van Cleef Memorial Library has produced an income of over \$1,200. Two-thirds of this has been expended for periodicals and the remainder for special works upon request from the departments. The Library stacks and study tables are open at all times to the Faculty and to investigators in Stimson Hall. The books and journals in the Library have provided an invaluable aid to the work of the College. Since there is no attendant continuously on duty, the Library is not open for student use. For them, books are withdrawn and issued through the College Office for use in the adjacent reading room.

The Medical Faculty at Ithaca furnishes not only the instruction for the medical students who take their first year here, but by the instruction given to undergraduate and graduate students of the University outside the medical course proper, it supplies certain essential biological courses not otherwise provided for. The amount of this instruction is shown by the course registrations in the various departments which was, one thousand ninety-one this year for undergraduate courses and one hundred twenty-one registrations for graduate work.

ABRAM T. KERR, Secretary,  
Ithaca Division, Cornell University Medical College.

## APPENDIX VII

REPORT OF THE DEAN OF THE NEW YORK  
STATE VETERINARY COLLEGE

*To the President of the University:*

SIR: I have the honor to submit herewith a report of the New York State Veterinary College for the academic year 1932-33.

## STAFF CHANGES

There has been but one important change in the staff during the year. In October, 1932, Dr. Henry H. Dukes, Assistant Professor of Physiology in the Veterinary Division of Iowa State College, accepted the Professorship in Veterinary Physiology rendered vacant by the death of Dr. Pierre A. Fish. Doctor Dukes has spent his time in finishing a textbook on which he has been working for some years and in reorganizing the teaching work of the Department of Physiology in order to include work in experimental physiology, an important phase of the subject which heretofore has been neglected in this college.

Dr. James W. Benner has been absent on leave during the greater part of the collegiate year conducting investigations on a large hog ranch in California.

## THE NEW ENTRANCE REQUIREMENTS

The Veterinary College opened its doors in 1896 with a three-year curriculum based on an entrance requirement of two years of high school work. In 1905, the entrance standard was raised by requiring graduation from a standard high school course of four years. In 1916, the three-year curriculum was extended by one year, thus placing the College on a parity with standard colleges of arts and sciences. At the beginning of the present year, the third advancement in the educational standards went into effect when entering students were required to have had at least one year of collegiate work.

A professional school has little opportunity to improve the cultural education of its students; furthermore, modern medical training must be built to a greater and greater extent upon the fundamental sciences of physics and chemistry, for which there is too little room in a crowded professional curriculum. Veterinary medicine must follow the steps of human medicine in insisting on a good scientific and cultural background before the professional studies are begun. The step taken is in the right direction but it is not enough. It is hoped that it will be found feasible, within a year or two, to require a second year of college work in preparation for the work given in this college.

One result of increasing the requirements for matriculation was a decided decrease in the number of students registered in the freshman class. This result was anticipated, of course, and is not without its advantages. The College is embarrassed, at the present time, in trying to give adequate instruction to classes which are too large. We have staff and facilities for handling not more than fifty students in a class. In future we should not admit more than this number annually.

## REVISION OF THE CURRICULUM

While making the changes in the curriculum necessitated by the new entrance requirements, it was considered an opportune time to restudy the entire matter. Such a study is now in progress. A regrouping of courses has been made, the sequence has been improved, and in some instances shorter courses have been combined to make fewer, longer ones.

It is hoped that further consolidation of courses may be brought about. One of the outstanding faults of our old curriculum was the fact that many courses

were spread out over several terms, and the student thus compelled to study from six to ten or more different subjects a term. By proper consolidation it should be possible to reduce this number to four or five.

For the first time we have been able to allow the student a few hours of electives in his senior year.

#### STUDENT ENROLMENT

The undergraduate enrolment in the college numbered 170 at the beginning of the year. This number was distributed amongst the four classes as follows: Seniors—23; Juniors—53; Sophomores—64; Freshmen—30. This number represents a falling off of 39 students from the total of the previous year, a decrease due in large part to the small size of the entering class. During the course of the year twenty students were dropped for unsatisfactory scholarship.

Among the group of graduate students taking their major work in the college were thirteen who were in possession of their D.V.M. degrees.

#### ANNUAL CONFERENCE

The annual "Conference for Veterinarians" was held as usual in January, with more than 200 in attendance. This is very close to the largest number that ever attended and is a remarkable showing, considering the economic conditions at the time. The number represents very nearly one-third of the licensed veterinarians of the State. The program, presented by the faculty with the assistance of several nonresident lecturers who were invited to assist, was enthusiastically received.

#### THE DIAGNOSTIC LABORATORIES

One of the ways by which the College serves the State is the maintenance of the diagnostic laboratories, of which there are three, two at Ithaca and one at Farmingdale. One of the laboratories at Ithaca and the one on Long Island deal with poultry diseases only. All three of these laboratories have been patronized in increasing degree each year and the last year is no exception. Although figures for the fiscal year are not yet available, it is evident that all will show an increase in accessions over last year. The general diagnostic laboratory will have made well over 25,000 blood tests for infectious abortion of cattle before the end of the year.

#### THE CLINICS

The volume of clinical material has not fallen off materially because of the business depression, as might be expected, although collections of service accounts have not been quite as good as in previous years. Indications now are that the Surgical and Ambulatory Clinics will show about the same number of accessions as last year, and the Small Animal Clinic will probably show a slight increase.

#### RESEARCH

The scope of the research work of the staff is considerable. When it is recalled that most of the older, more experienced men are burdened by teaching loads greater than they should carry, it is remarkable that they have been able to do as much productive research work as they have. It has been done because of their willingness to devote long hours to their work and to endure patiently the many interruptions which occur.

Among poultry diseases, coccidiosis, helminthiasis, pullorum disease, and chicken pox have been subjected to special investigations, either at Farmingdale or at Ithaca. Several hundred thousand doses of chicken pox vaccine have been distributed to all parts of the state in an experiment to determine its value under farm conditions. The results have been uniformly good. A number

of studies have been carried on with the organism of Bang's disease (infectious abortion). Almost in the beginning of a new project concerned with the cause of breeding failures in herds of cattle free of Bang's disease, an interesting protozoan parasite has been encountered and is being studied with reference to whether or not it is of etiological importance. Perhaps the most valuable work relating to diseases of breeding cattle, at least that of most immediate value to the dairy industry of the State, is the field demonstration on the control of Bang's disease. The laboratory of the Experiment Station, at the request of the Commissioner of Agriculture, has recently taken over the task of approving and supervising the work of all laboratories engaged in official blood testing work for Bang's disease in this State. The Commissioner of Agriculture of the State has sought and received a great deal of advice on the administration of new regulations relating to the exclusion from the State of cattle coming from herds in other states in which Bang's disease exists.

The research work on bovine mastitis continues to attract much attention. The work has centered on the detection of infected animals, and the means of freeing herds of dangerous animals. During the year a number of officials of the large milk companies have come to the College for private instruction in some of the methods used.

Progress has been made in the studies on paratuberculosis or Johne's disease of cattle. A coöperative experiment which was begun two years ago with the livestock sanitary officials of the State of Minnesota has been carried forward. This experiment, which is aimed at the control of the disease, has given very encouraging results. A vaccination experiment, modeled on the famous B.C.G. experiment in human tuberculosis, has been under way for about eighteen months and will be carried forward for several more years if funds for its continuance are available. Studies to determine the viability of the Johne bacillus in soil are also under way.

The studies on the chemistry of the blood and secretions in a number of metabolic diseases of animals, begun some years ago in the Department of Physiology, have been continued. These studies have greatly clarified the nature of parturient paresis in cattle and prepared the way for an effective method of treatment. Experiments are also under way in this department on the blood pressure of ruminants and a series of experiments on the physiology of digestion in these animals have been projected and will be started as soon as facilities and animals can be provided.

Other conditions which are being studied by various staff members are: encephalitis in sheep, muscular degenerations in sheep and other animals, methods of recovering acid-fast bacilli from feces and soil, hematological studies on normal and parasitized sheep and various surgical operations in both small and large animals.

During the year Doctor Dukes has brought to completion a new textbook on "The Physiology of Domestic Animals" which is being published and will be ready for use this fall. Doctor Udall is completing and hopes to have published in time for use next year his "Textbook on Veterinary Medicine." Doctor Hopkins has continued work on his "Guide to the Dissection of the Viscera of the Horse." A new laboratory guide in bacteriology and immunity is being completed by members of the staff of the Department of Pathology and Bacteriology and will be ready for use in the fall.

#### NEEDS OF THE COLLEGE

The economies enforced by the condition of the State treasury have hampered our work but slightly during the past year. The much greater reductions in working funds provided by the budget for 1933-34 will necessitate drastic reductions in parts of our research program. We shall be able to hold our staff intact, however, and hope to keep going all of our major studies. If economic conditions continue to improve we should make every effort to have

our working funds restored to the level of 1931-32. A number of salary adjustments are needed, and several new positions, but we have no intention of pressing these at this time. Finally, I wish to keep on record our need for a new building to house the laboratories of pathology and bacteriology and to provide much needed room for the expansion of the laboratories of physiology.

In concluding, I would like to refer to the excellent morale which exists among the members of the staff of the College. A more conscientious, loyal group would be hard to find. I feel sure that every member is giving the best of his ability to the particular work with which he is entrusted.

W. A. HAGAN,

Dean of the New York State Veterinary College.

## APPENDIX VIII

### REPORT OF THE NEW YORK STATE COLLEGE OF AGRICULTURE AND OF THE CORNELL UNIVERSITY AGRICULTURAL EXPERI- MENT STATION

*To the President of the University:*

SIR: I have the honor to submit a report of the New York State College of Agriculture and of the Cornell University Agricultural Experiment Station for the fiscal year 1932-33.

#### RESEARCH WORK

As our agriculture becomes more complex, and more commercialized, there is a constant increase in the number and range of new problems which can be solved only through research.

Each year brings an increasing quantity of new science in the field of agriculture. During the past two decades the scientific backgrounds have been explored continuously and new practices or facts of immediate practical significance have been rapidly developed. The close relationships between the College and practical workers brings the constant stimulation of new problems to the College and directs the experimental work into useful channels. Research work in agriculture proceeds with a scientific precision and rapidity of movement from recognition of the problem to solution of the problem and to commercial application of the new science.

The past year has seen an increasing coordination of effort in all the plant sciences. No doubt the new Plant Science Building, housing five departments with the Department of Vegetable Crops housed nearby, has resulted in much better coordination of work and cooperation between workers.

In a great depression such as we are now enduring, economic and social problems become paramount in importance. The demands upon the departments of Agricultural Economics and Rural Social Organization for factual backgrounds and guidance in economic and social thinking have been insistent, and have been well met.

The mechanical problems of the farm, the bacteriological and chemical problems of the dairy manufacturer, the nutritional problems of the feeder of poultry and other livestock, the fundamental problems of soil fertility, the prob-

lems of plant and animal improvement have each and all received attention and brought forth useful results.

The annual report of the College and Experiment Stations gives these research activities and results in detail.

An interesting evaluation of the results lies in the fact that farmers and others have turned to the college for help and have used the College and Experiment Stations more fully than ever before.

#### EXTENSION

As anticipated, the last half of the year 1932 and the first half of 1933 brought agriculture in New York to the lowest ebb since the beginning of the depression. In February, 1933, prices of farm products in New York averaged 56 per cent of pre-war prices. At the same time the cost of distributing food was 143 per cent of pre-war while taxes, interest, costs, on indebtedness and other fixed charges stood at about double pre-war charges. Distress has therefore been widespread and acute. Nearness to market and comparatively better prices for poultry products and for milk until about the close of 1931 served to retard disaster for New York farmers. They are now feeling the full brunt of deflation.

The older generation of land owners whose farms were unencumbered have weathered the storm. Many younger men including college graduates who began farming at war-time price levels and had no previous experience with a declining price level, have lost everything in spite of greater efficiency as producers. Whether or not foreclosures and widespread redistribution of farms continues will depend on what happens to the general price level.

Under these conditions, curtailment and reduction in the financial support of extension work were inevitable. The extension staff, appropriating bodies, and farmers have all been stimulated to take stock of these educational services and to attempt to evaluate them in the light of changed conditions.

A few county offices have been temporarily closed due to failure of local boards of supervisors to appropriate the minimum sum required by law for local support. County agricultural agents in Lewis, Schuyler, Yates, and Westchester Counties have been temporarily dropped.

Home-bureau agents were temporarily dropped in Herkimer, Lewis, Otsego, Schuyler, Yates, and Steuben Counties.

Among the county club agents, two counties, Washington and Otsego, failed to appropriate the necessary support. However, clubs have been better organized than ever before, the leaders better trained, programs more carefully planned and the instruction of a distinctly higher grade. Morale on the part of agents, local volunteer leaders, and club members has held up surprisingly well in the face of lowered salaries, decreased public appropriations, diminishing farm incomes, and general discouragement.

The outstanding accomplishment in county-agent work during the year has been the application of economic facts and local survey data—fortunately available in New York in unusually large measure—to county program revision. Minor projects were shelved, new emphasis and improved teaching methods applied to major problems, and new plans and methods introduced where needed. A factor of primary and vital importance has been to bring farm leaders to see and understand both the fundamental economic situation and to sanely analyze local conditions.

If the New York State extension service continues to meet the changing challenge of the times, it will be strengthened by the discipline of each adjustment to serve more effectively. And when the depression shall have run its course, the extension service seems likely to emerge with added vigor for the reconstruction period.

## STUDENT ENROLLMENT

Students in the 4-year courses:

	1931-32	1932-33
Freshmen .....	290	298
Sophomores .....	218	235
Juniors .....	182	203
Seniors .....	141	145
Total .....	840	881
Special students .....	49	31
2-year special students .....	63	56
Winter-course students .....	126	101
Graduate students .....	487	439
Summer-session students .....	880	782
	2445	2290
Less number counted twice .....	-112	-114
	2333	2176

For four years there has been a consistent growth in the number of students taking the four-year course, amounting to a 35 per cent gain for the period. During the same period there has been a satisfactory gain in the number of special and two-year students. The number of winter-course students shows no great change during the period, but ordinarily ranges from 100 to 125 students. The number of graduate students increased rapidly, and the numbers doubled in the period from 1924-25 to 1931-32. A small decrease occurred in 1932-33. There was also a decrease of 98 in the summer school in 1932 as compared with 1931.

## STATE APPROPRIATIONS

The total appropriations made by the Legislature of 1933 for the maintenance of the College during the fiscal year 1933-34 are less than the appropriations of the previous year by \$394,172.00. Of this decrease, \$150,000 results from lack of necessity for appropriating any money for new building equipment. The remaining decrease of \$244,172.00 was distributed over practically every item in the budget. In addition to specific decreases attached to line items, the budget as adopted required savings of \$56,864.00 in maintenance and approximately \$55,000 in personal service which must be applied to line items in relative amounts at the discretion of the College.

In order to meet these required savings, the College was forced to apply a six per cent salary cut to all salaries ranging between \$1000.00 and \$2000.00, although the regular salary cut made by statute only applied to salaries above \$2000.00. In addition every department received a decrease of 20 per cent in its allotment for instructors and assistants. This resulted in most cases in a 20 per cent salary cut in these two grades. This action is most regrettable as it is making decreases in salaries which are very low and where the employee could ill afford the loss. In many cases, the result was a decrease from \$750.00 to \$600.00 per year. The alternative for this action was to decrease the staff materially. This is impossible unless the size of the student body is to be limited. It must be kept in mind that there has been a substantial increase in student body during the past five years and the teaching staff is now handling a larger student body than at any time since the World War. The teaching of so large a group requires a considerable number of teaching assistants in

laboratories for the sake of effective teaching and often for the personal safety of the student.

It was also necessary in order to meet the budget to cut the wages of farm workers from 40 cents to 37.6 cents an hour. This is a real hardship and should be corrected as early as possible.

The decrease in maintenance appropriations was rather disastrous in the case of items under the general heading "Maintenance undistributed". The result is a general slowing up of the survey of agricultural resources and an abandonment of the plan for completing this in ten years. Under this heading were grouped several projects having to do with vegetable crops. The unduly large decrease has placed the service to vegetable crops industry at a relative disadvantage as compared with the service given to other types of farming.

#### FEDERAL APPROPRIATIONS

During the special session of Congress in the spring of 1933, the Government proposed a 25 per cent decrease in all federal allotments to States for work in agriculture and home economics. For many weeks there was great uncertainty as to the final action. As a result it was impossible to plan a budget or to give the staff assurances of employment for the succeeding year. At the end of the fiscal year it was still uncertain as to whether these decreases would be made in federal allotments. Federal funds allotted to the College of Agriculture, under normal conditions, amount to \$316,030.15 annually.

#### TEMPORARY EMERGENCY RELIEF FUNDS

The College cooperated with the State and the City of Ithaca in the administration and expenditure of funds for the relief of the unemployed. These moneys were used to very good advantage and in such a way as to save the State considerable amounts of money in direct appropriations. Many work projects in grading, road-building, ground improvement, painting, drainage, and the like were carried through. The results were of great benefit to the institution.

#### THE BUILDING FOR AGRICULTURAL ECONOMICS AND RURAL SOCIAL ORGANIZATION

This is one of the most modern and best planned buildings on the campus. The acoustical treatment is a great improvement and should be carried out in every future building.

The building houses a very complete and usable library in economics and sociology. There is an up-to-date installation of statistical machinery adequate for carrying on the important statistical work of the departments and for the training of students. Architecturally the building is a welcome addition to the campus.

CARL E. LADD,

Dean of the New York State College of Agriculture  
and Director of the Experiment Station.



## APPENDIX IX

## REPORT OF THE NEW YORK STATE AGRICULTURAL EXPERIMENT STATION

*To the President of the University:*

SIR: I have the honor to submit the annual report of the New York Agricultural Experiment Station at Geneva for the year 1932-33. The account herewith presented is a summary of the report of the Station prepared by its director and the chiefs of divisions, published by the State. The complete publication gives a full account of the various activities of the Station.

## THE YEAR

In spite of lessened appropriations, all of the Station's experimental projects have been carried through as thoroughly and as conscientiously as in the years past. A greater number of bulletins and circulars, 62 in all, have been published than in any previous year. A splendid range of greenhouses was completed and has been in use since last fall. The Station staff has been increased by one, making a total of 76. The Station came to the end of the year without a deficiency in any of its budget items except one of \$1500 for fuel, light, power, and water.

## RESIGNATIONS, APPOINTMENTS, AND DEATHS

There have been no resignations from the station staff during the year. One member has been lost by death. Two men have been added to the staff.

## NEW GREENHOUSES

The Legislature of 1931 appropriated \$80,000 for new greenhouses and \$5000 for equipment. The Station had been asking for more adequate equipment in glass houses since 1914. Meanwhile it struggled on with small, poorly equipped houses in which it was difficult to carry on efficient research work. The new houses enable the divisions needing greenhouse space to carry on work during the winter and to undertake new experiments which cannot but be of great importance in the research work of the institution.

## THE STATION GROUNDS

During the fifty years of its existence, little has been done in making the Station grounds attractive. The present director began four years ago to make such improvements as funds would permit. This work has been greatly hastened in the past year by reason of having appropriations from the State Temporary Emergency Relief Administration for unemployed. The effort to improve the grounds was primarily made to make them more presentable, but it turns out that nurserymen, planters of trees, shrubs, and flowers come to the Station to study the varieties, and that the plant pathologists and entomologists of the institution have a much better opportunity than hitherto to study insect pests and fungous diseases of ornamentals. The ornamental plantings have real research value.

## FINANCIAL SITUATION

The financial situation of the State has brought about grave problems for the Station. Work in all divisions of the institution has had to be somewhat cur-

tailed by the necessary retrenchment due to reduction of funds for all purposes. Fortunately, no member of the staff has had to be dropped because of retrenchment, but several vacancies have not been filled. Fortunately, too, no important projects have been wholly discontinued. It is a pleasure to report that members of the staff show a fine spirit of cooperation in continuing work under the curtailment of funds.

#### SPECIAL FUNDS

Nearly every Legislature during the past 20 years has called upon the Station to do work asked for by farmers through their organizations for which special appropriations were made. There are now 11 of these special funds for which an appropriation of \$110,450 was made three years ago. In 1931-32 this amount was cut to \$100,000; in 1932-33 it was cut to \$80,000—quite too small an amount for the work under way, and yet no projects have been dropped and worthwhile progress has been made with all.

#### POLICY IN FUTURE WORK

More and more, the Station is making an effort to assist in converting farm products into profitable forms for the use of the consumer, especially in the utilization of fruit, vegetable, and dairy by-products. The many projects of past years are not being neglected, but emphasis is being put upon new projects of crop utilization.

#### FIFTIETH ANNIVERSARY

The Station came to its fiftieth anniversary March 1, 1932. It was not possible to make formal recognition of the event, but during the summer of 1932 state and national organizations were asked to hold meetings at the Station, with a view of presenting to them the history and the work of the institution during the past fifty years. The plan worked admirably, and no doubt more people were apprised as to what the Station is and what it has done by this means than if there had been a formal celebration of the anniversary.

#### DEATH OF LEON REYNOLDS STREETER

Leon Reynolds Streeter, Chief in Research in Chemistry, died December 26, 1932. Mr. Streeter came to the Station in 1921 from the University of Maine to do research work with insecticides and fungicides and at the time of his death had charge of experimental work to standardize compounds used in fighting agricultural pests. Mr. Streeter was an able worker, possessed of a fine sense of responsibility, and so modest and friendly in spirit that he was most highly esteemed by all of his fellow workers.

#### COOPERATION WITH THE CORNELL UNIVERSITY AGRICULTURAL EXPERIMENT STATION

It is a pleasure to report that this Station has during the past year, as ever, worked in perfect harmony with the experiment station at Cornell University. During the year all of the divisions of this institution have held conferences with similar divisions at Cornell, to the end that there has been no duplication of work and a well-rounded program of research for the State has been carried out by the two institutions.

CARL E. LADD,  
Dean, and Director of Experiment Stations.  
U. P. HEDRICK,  
Director of the New York State Agricultural  
Experiment Station.

## APPENDIX X

REPORT OF THE DEAN OF THE NEW YORK  
STATE COLLEGE OF HOME ECONOMICS

*To the President of the University:*

SIR: I have the honor to transmit the annual report of the New York State College of Home Economics for 1932-33.

An important part of the work in the College during the past year, both in resident and extension teaching and in research, concerned itself with efforts to find solutions for the problems which a consumer-conscious society is bringing to it. The year's work demonstrated clearly that the economic and social changes which are affecting this country are bringing into the foreground the need for the kind of services which home economics has to give to the public. Instruction in the College and in the field was in part directed toward the preparation of both college students and lay leaders in the community to give specific aid to state and national programs which sought to help the daily living of millions of people.

Progress was made in the venture in progressive education which the College has under way and which was noted in last year's report. This experiment lent itself well to the effort of the College to function effectively in the present economic emergency. The whole experiment during the past year has made real progress along lines of improvement in the educational experiences which teachers and students share in a joint educational enterprise.

Another important activity in the College for his year, both for staff and students, has been the selection of equipment in preparation for occupation of the new building of the College of Home Economics, Martha Van Rensselaer Hall.

A more detailed report covering the activities of departments may be found in the annual report of the New York State College of Home Economics.

## THE APPROPRIATIONS

The last third, \$10,000, of support for the work in child guidance and parent education previously carried by a grant from the Laura Spelman Rockefeller Memorial was assumed by the State. Forty-four hundred dollars (\$4400) of this amount appears in the budget of the New York State College of Agriculture in the Department of Rural Education. Of this \$4400, \$2400 was previously assigned by the College of Home Economics to Rural Education from the grant made to it by the Laura Spelman Rockefeller Memorial.

New positions to the extent of \$6720 were granted to the New York State College of Home Economics to take care of increases in telephone service and caretaking service in Martha Van Rensselaer Hall.

Appropriations by the Legislature for the year 1933-34 including the work in parent education and child development and the new positions mentioned above involved a reduction of \$18,121 for personal service and \$8500 for maintenance and operation.

## THE STUDENT ENROLLMENT

As in previous years, the College was forced to exclude from enrollment a large number of persons who had met the formal scholastic requirement. The number of students who have applied for entrance into the College in September, 1933, is nearly three times that which can be accommodated. This curtailment of student enrollment is made necessary because of the limited number of instructing-staff members.

## PRESIDENT'S REPORT

The following table gives the enrollments of the College of Home Economics and of the Department of Hotel Administration:

	Home Economics		Hotel Administration	
	1931-32	1932-33	1931-32	1932-33
Freshmen .....	104	119	59	45
Sophomores .....	120	107	57	51
Juniors .....	113	109	48	45
Seniors .....	73	97	33	46
Total .....	410	432	197	187
Special students .....	9	10	—	1
Graduate students .....	31	23	4	3
Summer-session students .....	171	133	46	51
Total .....	621	598	247	242
Less number counted twice ....	26	32	4	4
Net total .....	595	566	243	238

## THE STAFF OF THE COLLEGE

During the year 1932-33 the College of Home Economics, exclusive of the Department of Hotel Administration and of the administrative staff, paid jointly by the Colleges of Home Economics and Agriculture, employed a total of 98 persons, some of them for part-time service. Reduced to full-time this number becomes 87¾. Divided according to major function this number is distributed as follows: administration 4; teaching 31; research 4; extension 20; clerical 21¾; care of building 7.

Hotel Administration employed (including instructors employed jointly by the Colleges of Home Economics and Agriculture) during the same period a total of 22 persons. Reduced to full-time this number becomes 14. Divided according to major function this number is distributed as follows: teaching 11; clerical 3.

## CHANGES IN THE FACULTY

Two new members were added to the teaching staff of the College in the period from July 1, 1932, to July 1, 1933. Miss Hazel Marie Hauck came from the University of Wisconsin to be acting assistant professor in the Department of Foods and Nutrition. Miss Alice Marguerite Burgoin was appointed in October, 1932, to the position of instructor in Institution Management and assistant manager of the cafeteria. These appointments were made permanent in July, 1933.

In the extension division of the College, Mrs. Martha Henning Eddy was appointed on a temporary position in October, 1932. At the close of the year she was appointed to the position of assistant state leader of extension. Previous to her appointment at the College she was investigator in relief work in the Saratoga County Public Welfare Department. Miss Lorna Barber was appointed October 1, 1932, acting extension assistant professor in the Department of Foods and Nutrition, coming from Washington State College at Pullman where she had been specialist in child development and nutrition in the extension division. Mrs. Lucille Johnson Williamson from the University of California was appointed in September, 1932, as acting extension assistant professor in the Department of Foods and Nutrition; at the close of the year she was transferred to the Department of Economics of the Household and Household Management. Mrs. Grace Ware Laubengayer, Mrs. Delight McAlpin Maughan, and Miss Grace Sledge were appointed as assistants in the Department of Foods and Nutrition.

Resignations to become effective July 1, 1933, were accepted from Miss

Ellen Fitchen, secretary of the College; Miss Marie Wells, extension assistant professor in the Department of Foods and Nutrition; Miss Frances Libbee, extension instructor in the Department of Household Arts; Miss Margaret Scheer, instructor in Institution Management and assistant manager of the Cafeteria; Miss Helen Simmonds, instructor in the Department of Textiles and Clothing; Miss Grace Sledge, assistant in the Department of Foods and Nutrition.

The retirement of Miss Jennie C. Jones as extension instructor became effective April 1, 1932.

To become effective on July 1, 1933, or later for the college year 1933-34, the following appointments were made: Miss Margaret Humphrey, B.S., 1929, University of Wisconsin, M.A., 1933, Teachers College, Columbia, as instructor in the Department of Textiles and Clothing; Mrs. Mary Little Thomas, B.Sc., 1926, M.Sc., 1933, Oregon State College, as instructor in home economics and director of the homemaking apartments; Miss Helen Emily Kallenberg, B.S., 1928, Iowa State College, as instructor in the homemaking apartments; Miss Eleanor Bates, research assistant, Antioch College, as research assistant in the Department of Foods and Nutrition; Miss Anna Louise Nestmann, B.Chem., 1930, M.Chem., 1931, Cornell, as instructor in the Department of Foods and Nutrition; Miss Helen Weisbrod, B.S., 1933, Cornell, as assistant manager in the Cafeteria (6 months); Miss Frances Audrey Moore, A.B., 1933, Barnard College, as research assistant in the Department of Economics of the Household and Household Management; Miss Ila MacLeod, B.S., 1932, Cornell, assistant in the Nursery School; Miss Esther Harriette Stocks, A.B., 1924, M.A., 1927, Smith College, as secretary of the College; Mrs. Anne S. Wells, as supervisor of Martha Van Rensselaer Hall; Mrs. Dorothy L. Riddle, as assistant librarian in Martha Van Rensselaer Hall.

Promotions were granted July 1, 1933, to Miss Marion Pfund, who becomes professor in the Department of Foods and Nutrition, and to Miss Marion Fish, who becomes assistant professor in the Department of Economics of the Household and Household Management.

CARL E. LADD.

Dean of the New York State College of Home Economics.

FLORA ROSE,

Director of the New York State College of Home Economics.

## APPENDIX XI

### REPORT OF THE DEAN OF THE COLLEGE OF ARCHITECTURE

*To the President of the University:*

SIR: I have the honor to submit the following report for the College of Architecture for the academic year 1932-33.

The number of students registered in the College has varied between one hundred and seventy and one hundred and sixty during the year which is only slightly less than for the past three years. However, the number of graduate students has increased markedly over any previous year.

From present indications it seems reasonable to assume that next year's freshman class will be about the usual size but there will be practically no excess of qualified applicants, over the number needed to fill the quota. This indicates that every means possible must be used to counteract the impression that has become current during the last decade, that our standards of admission are unduly high. The requirements for admission, set by the College, have not been

changed in any important respect in many years but the necessity for selection among those qualified under the rules has at times automatically and inescapably set the actual standard at a higher level than the one established by the faculty.

One factor that has tended to set a high standard of admission is the number of applicants who have had previous college experience. The number of such students has grown steadily for the past five years and accounts for nearly thirty per cent of the total number admitted. These students have come to us from over thirty different colleges.

The necessity of providing for this class of student as well as the optional entrance subjects introduced seven years ago have brought about a gradual but definite change in our educational outlook and practice. Fifteen years ago the published curriculum was actually followed, as laid down, by nearly every student. Today, because of the widely divergent preparation of the students, a more liberal curriculum and a changed attitude on the part of the faculty, relatively few students follow through the same course. Each student's program is arranged to suit his individual circumstances and needs, as nearly as may be and still meet the requirements for the degree he chooses to take. Such an arrangement would be extremely difficult and perhaps impossible to handle if the number of students were large. This fact is at the root of the well defined feeling that any great increase in registration is undesirable.

For the present any discussion of the most desirable size for this College is purely academic. Our limitation is definitely set by the physical facilities at our disposal but as time goes on it is more and more clear that the ideals set forth in previous reports are substantially correct. It is possible on a review of the situation we might set the most desirable number of students nearer to two hundred and fifty than to three hundred but added experience has not and probably will not change our ideas in any essential fashion.

The large number of students now entering with advanced standing has raised another question, calling for prompt consideration. Such a student has normally satisfied all our requirements for elective work and is usually well advanced in Mathematics and often in History. He seldom brings any substantial credit in Design. This leaves him with a five-year sequence in one subject and about a two-year sequence in the others. In general a student entering with an A.B. degree will require three and one-half years to qualify for our Bachelor's degree. There is a natural and proper desire to shorten this period in any legitimate fashion. This has resulted in a number of Summer courses in Design, offered in different ways, each time as seemed most feasible at that time. The Faculty is now studying this question and while no conclusion as to the best solution has been reached it is obvious that we must soon solve this problem in a permanent and satisfactory manner.

While work at the graduate level is not strictly within the scope of this report it is nevertheless so intimately bound up with the life of the College as to justify some mention here. This last year has seen a large increase in the number of graduate students working with the members of the staff. The results of the work so done are encouraging and the effect on the undergraduate work is undoubtedly stimulating. It is hoped and believed that the organization of the Division of Architecture and Fine Arts within the Graduate School will put this work on a better basis both as to quantity and quality. It is obvious however that with the five-year curriculum now generally in use our graduate students must come from colleges other than Cornell. One or two additional fellowships would be most valuable in this connection and should be provided as soon as may be but in any event some extra free tuition scholarships should be provided at once. Experience has shown that even with the one fellowship and one scholarship now at our disposal, important results can be attained. In the years just ahead the chances of profitable employment will doubtless be subnormal and it is in these years that we can best advance the standing of our graduate work.

For several years there has been no important revision of the curriculum in Architecture. This has been partially at least because it was apparent that with Professor Martin's retirement certain changes would become inevitable and that the qualities of his successor would to some extent determine the nature of such changes. During this year the Faculty has worked out a revised curriculum to go into effect next Fall. The important changes are:

1. The work in Design and that in Construction have been more thoroughly coordinated under the direction of Professor Tilton. This has been done by introducing a new course in the fourth year, the essence of which will be to effect this coordination by cooperation between departments and the use of a special type of problem, treated in a very thoroughgoing and precise fashion.

2. To introduce elective work earlier in the course and spread it more evenly throughout the last four years.

3. To spread the work in Freehand Drawing out through a greater part of the course.

4. To start work in the advanced Mathematics earlier and in History later than before.

These changes in the curriculum in Architecture have made it possible to introduce minor changes in the curriculum in Landscape Architecture that have been needed for a long time. In this case the changes are wholly in the Construction sequence and it is thought that now for the first time this side of the work is on a proper theoretical basis. These curricula, as now revised, should prove satisfactory for some time to come. While the Faculty is always open-minded toward new ideas, the feeling has been growing in recent years that nothing is to be gained by frequent changes in curricula, particularly since the four courses of study now offered have been so definitely interlocked.

For the past two years Professor Lawson has been on leave of absence to do practical work in Landscape Architecture. His work has been carried, during that time, by acting Professor W. A. J. Ewald who has brought to it unusual ability and enthusiasm. He has contributed very greatly in keeping the work of this department up to its traditionally high level. Once again one of our graduate students has won the much coveted Rome prize. In dealing with the problems and policies connected with the work in Landscape Architecture our alumni advisers, Gilmore D. Clarke and Bryant Fleming, have been of the greatest help.

In last year's report, mention was made of the desirability of introducing work in the field of large scale planning and public properties. The course of outside lectures on these topics carried on through the past few years, in co-operation with the College of Engineering, is paving the way and pointing the direction for such work. There is a distinct feeling in both Faculties and elsewhere throughout the University that the time is ripe for starting this work and that it should be undertaken as soon as practicable.

The necessary reduction in next year's budget means a serious loss in the effectiveness of the work of instruction. The reduction has been effected principally by dropping from the staff men who have proved their worth. This will necessitate the discontinuance of a part of the program of instruction given to students outside the College which we have been carefully building up for several years. Certain members of the Faculty will have to carry more work of instruction than is wise and this will necessarily mean larger sections and reduced efficiency. Under the guidance of Professor Abbeuhl and Mr. Hurd, the Architects House has come to be a distinct and valuable feature in the life and work of the College. Since they are not being reappointed and there is no one who can carry on, this activity will have to be discontinued until such time as it can be re-established on a thoroughly sound basis.

The exhibitions in the Morse Hall galleries have this year been confined to such as could be assembled locally by members of the staff. All these matters must wait on a more ample budget but their values have been proved, the way has been found and they can be put in operation again, when the time comes,

with ease and dispatch. In the meantime the College can operate effectively and happily. Further reductions however would be not only more difficult but definitely serious.

GEORGE YOUNG, JR.

Dean of the College of Architecture.

## APPENDIX XII

### REPORT OF THE DEAN OF THE COLLEGE OF ENGINEERING

*To the President of the University:*

SIR: I have the honor to submit the following report upon the College of Engineering for the year 1932-33.

In common with all educational institutions the depression has affected this college adversely. The student body dropped to 937 which is 148 less than the preceding year. A smaller freshman class accounted for 64 of this loss in registration, the losses in the upper classes being little more than normal. There was, however, a marked decrease in the number of men applying for advanced standing from elsewhere. There is, of course, no way of predicting the attendance for next year, and no doubt much will depend upon industrial conditions.

The necessary curtailment of activities and the reduction in salaries have been accepted by the faculty with good grace, everybody apparently realizing that these reductions are necessary and unavoidable. Furthermore, the fact that salary reduction has been almost universal in other institutions has done much to help the situation. While it is unfortunate that these reductions had to be made, there is some comfort in the thought that the curtailment here has so far been small as compared with some other places. It is unfortunate, also, that a reduced number of students made necessary a small reduction in the teaching staff. In the case of this college this decrease was not severe, largely because most of the work of the college is required and the teaching staff has always been kept about proportional to the work offered. It is greatly to be hoped that the near future will bring a return of prosperity. For it is obvious that while a short period of depression usually results in increased registration, a long continued period such as this must necessarily result in depleted funds, smaller registration, and consequent financial distress both for professors and students.

The experience of many institutions of learning during these troublous times has verified an opinion long held by members of this faculty, namely, that it is debatable policy to build up any educational activity that depends to any degree upon the good will of any other institution, whether educational or commercial. We have been importuned many times to engage in cooperative educational work but have always declined, partly because of our poor location, but more because of the fear of just what has happened in industry, and which has almost wiped out all cooperative work. In the case of a small school this may not be a serious matter, but with us a collapse of this kind would be almost catastrophic if we were depending upon industry for any large amount of instruction that is required for graduation. It may be indeed that this industrial debacle will affect the future policies of all institutions that have depended upon federal and state funds for support. The wholesale reduction of departments and personnel in some of these institutions partakes almost of a slaughter. A good illustration of this point is found in the McMullen Fund, the capitalized income of which now



amounts to \$597,169 and is still growing steadily. To be sure the Atlantic, Gulf and Pacific Company has prospered during these hard times, but the case might be vastly different if the income had been spent as it accrued, and if the company had ceased to pay dividends. Even at the reduced rate of interest there should be a return on the capitalized income of this fund of over \$25,000.

During the coming year we shall have to use the McMullen Research Scholars as teachers much more than heretofore but with the return of prosperity we shall expect to return part of them to research work.

The new course in industrial administration has made rapid progress and we have received a very large number of complimentary statements concerning it. Apparently it is in the direction of progress. At present 57 sophomores and 36 juniors are registered in the course and quite a large number of freshmen have signified their intention to register therein when they enter their sophomore year, at which time students naturally divide into the several major courses.

Two significant educational advances may be of interest. For some time there has been a need for advanced instruction in the field of applied mechanics, but this necessitates additional apparatus. Fortunately, a gift by Mr. Thorsten Y. Olsen (Cornell '03) of a new balancing machine of his own manufacture has provided a nucleus for a laboratory of this nature and a special room has been provided for this work in which other apparatus will be installed as it is acquired. Mr. Olsen's kindness is gratefully acknowledged; his gift is very timely. During the summer Prof. F. G. Switzer is attending a special school at Pittsburgh University to obtain the latest ideas and theories applicable to this work.

Another special laboratory for work in photo-elasticity has also been arranged by Director Diederichs. In this room will be installed such apparatus as we now possess as well as certain new and modern apparatus purchased from Bausch and Lomb. This will also provide facilities for research work in the new theories of structure of materials.

We have also added a new motion picture camera and a new reproducing projector for the work in time and motion study in industrial engineering which will bring the equipment of this department quite up to date. We acknowledge gratefully the gift of a modern Cadillac transmission and a modern Chevrolet transmission from the General Motors Corporation with much valuable shop data, instruction sheets, etc., all of which will be very useful in modernizing the instruction of this department.

I venture again to call your attention to the inadequacy of our equipment in general. In this particularly we are much behind some of the institutions in our class and with reduced appropriations there is great danger that this discrepancy may be increased. For a number of years past the appropriations have not been sufficient to keep the laboratories modernized and most of the heavy machinery that has been acquired has been bought from the Commercial accounts with money that has been earned by the shops and laboratories. With this source of income also almost deleted by the industrial situation I am much disturbed over the outlook. Engineering and industrial progress is so rapid that apparatus is often obsolete long before it is worn out. And of course we should have the latest apparatus for teaching purposes. One of the most common criticisms of engineering colleges is the lag that so often occurs between practice and instruction. It is not so difficult if the faculty so wills to keep fairly well abreast of current theories, but it requires constant expenditures to keep college laboratory equipment in phase with practice.

In the report of last year mention was made of the need of a rearrangement of graduate work and of the relations between the College of Engineering and the Graduate School. Briefly, there has long been an objection on the part of the faculty of this college to the classification or grouping of departments in the Graduate School and a desire on the part of this faculty to have a more direct control of admission and instruction of students who are candidates for

the advanced engineering degrees. In times past many men were admitted to candidacy for such degrees who could not qualify for the corresponding baccalaureate degree of this college. Many faculty men believe that the basic groups of the graduate school should represent the degrees offered with such subdivision as may be necessary because of the number of students. After much discussion the Graduate School Faculty has approved a plan whereby the admission and instruction of graduate students who are candidates for the advanced engineering degrees will be administered in a manner much more satisfactory to this faculty and will give the College of Engineering a voice in these matters which hitherto it has not legally possessed. We believe that this marks progress and will lead to a better quality of advanced student and to better graduate work. Incidentally, the number of graduate students has increased steadily and will probably continue to do so during these trying times.

Despite the financial shortage considerable research work has been accomplished during the year. Three new Bulletins were issued, namely, An Investigation of Chimney Performance, by J. R. Moynihan, supervised by Director Diederichs; The Effect of Clay as an Admixture in Concrete, by Professor H. H. Scofield, and Mr. A. N. Vanderlip; and The Fermi-Dirac Statistical Theory of Gas Development by Professor Karapetoff. The following new research projects were started—Light Characteristics of Selenium Cells by F. J. Fulkerson and R. S. Durling; Control of Broadcasting Equipment by H. G. Smith and Professor W. C. Ballard; Radio Modulation by H. G. Smith, T. McLean and Professor W. C. Ballard; Input Equipment for Broadcasting by W. D. Moeder; Combined Thrust and Bending in Reinforced Concrete by L. J. Chawner; Action of Water in Transporting Material by Lieutenants C. P. Nichols and C. D. Curran; Repetitive Bending Stresses by Professor C. E. O'Rourke; Variable Compression in Gasoline Engines by F. L. Thompson; Friction of Metallic Packing by W. B. Wright; Micro-Motion Analysis by W. S. Goodenough and The Length of the Working Day by P. H. Setzler.

The past year has been a very discouraging one so far as placing graduates in industry is concerned. Positions were very scarce and what was worse the large industrial institutions that usually take the majority of our men failed us almost completely. There is, however, a valuable lesson to be learned from this experience, and that is to depend less upon a few large industrial plants and more upon a large number of smaller ones. The needs of the small shop and small enterprise have not been studied as they should be, largely because of the ease with which graduates have found work with the large concerns.

The faculty have kept their morale in an excellent manner throughout these trying times and the work of instruction has been fully up to the usual high standard. We are facing the future hopefully and confidently.

DEXTER S. KIMBALL,

Dean of the College of Engineering.

## APPENDIX XIII

REPORT OF THE DIRECTOR OF THE  
GRADUATE SCHOOL OF EDUCATION

*To the President of the University:*

SIR: I have the honor to present the report of the Director of the Graduate School of Education for the year 1932-33.

## ENROLMENT†

A total of 569 different undergraduates have taken courses in Education during the regular school year. Of these 182 were men and 387 were women. Three hundred were registered in the Department of Education and 269 in the Department of Rural Education. Further details regarding enrolment are given in the following table:

	1932-33			1931-32
	<i>Registered in Rural Education</i>	<i>Registered in Education</i>	<i>Total</i>	<i>Total</i>
Senior standing ....			216	179
Men .....	35	45		
Women .....	60	76		
Junior standing.....			267	255
Men .....	51	35		
Women .....	108	73		
Sophomore standing			86	108
Men .....	4	12		
Women .....	11	59		
Total .....	269	300	569	542
Men .....	80	92	182	177
Women .....	179	208	387	365

It will be noticed that there has been a total increase of 27 over the enrolment figures of last year. In the Department of Education there has been an increase of five; in the Department of Rural Education, 22.

There were 89 graduate students taking either a major or a minor in Education. Forty-seven of these took a major in the field while 42 took a minor only. Of the 29 students who were candidates for the Doctor's degree 16 had a major in either Education or Rural Education. Other interesting data regarding these graduate students are given in the following table:

## DATA REGARDING GRADUATE STUDENTS IN EDUCATION

	1932-33		1931-32	
	<i>First term</i>	<i>Second term</i>	<i>Both terms</i>	<i>Both terms</i>
I. No. of different students registered:				
a. With Education* as a major .....	37	40	47	65
b. With Education* as a minor only .....	25	41	42	43
c. Total .....	62	81	89	108

†None of these figures include the summer session enrolment.

\*Education or Rural Education.

## II. No. who are candidates for:

a. Ph.D. (major in Education*)	12	15	16	28
b. Ph.D. (minor in Education*)	7	12	13	12
c. M.A. or M.S.	31	39	43	49
d. M.A. in Education or M.S. in Education	7	10	11	14
e. Other Master's degrees	3	4	4	—
f. No degree	2	1	2	5

## III. Geographical distribution:

a. No. of different states represented	18	20	21	21
b. No. of different countries represented	5	5	5	8
c. No. from New York State	31	43	49	59

## THE BUREAU OF EDUCATIONAL SERVICE

At the time of this report the Bureau has been functioning as a central office of teacher registration and placement for approximately eighteen months. Experience gained during the first six months indicated clearly the necessity of establishing and maintaining close personal contact through the Secretary with employing officials. Special effort in this direction, particularly in the public school field, was made during the past year. About forty schools were visited, the opportunity thus being presented of meeting supervisory officers and gaining considerable familiarity with local problems and needs. An attempt was made to visit as many schools as possible in which Cornell graduates were teaching for the first year. Classroom observation of those teachers was made whenever possible, followed by a discussion with the supervisory officer of any difficulties experienced by the teacher. On several occasions the Secretary was able to direct the attention of our graduates to faults of technique or wrong attitudes toward pupils or supervisory officers which, allowed to go uncorrected, might lead to failure. This phase of Bureau relationship is invaluable in securing the confidence of school officials. In June, letters were sent to all schools in which Cornell graduates were teaching for the first year in those institutions, requesting reports on the work of these graduates.

In order to maintain contact with alumni in teaching, and for the purpose of keeping accurate records, the Bureau circularized approximately fifteen hundred Cornell alumni, describing the function of the Bureau and the service which could be given. In September letters were sent to all of last year's registrants who had not been placed at that time, in order to determine exactly their status for the coming year. It seems essential to success in placement not only to maintain close contacts with employing officials but also to keep accurate records of the history of each graduate entering the teaching field.

There have been 309 new registrations for the year, an increase of 7 over the preceding year at this time. Significant increases occur in the Senior group in home economics and in the men graduate students in academic subjects. In the future a gradual decrease in the number of registrations of graduates in the field may be expected. There would seem to be a normal expectancy of 200 new registrations each year, which will gradually increase the record-keeping cost and the cost of circularization.

Inasmuch as additional placements will probably be made during the summer, it is not possible to report on placement for the year 1933-34 at this time. There has been, however, a marked falling-off in the number of calls received as educational institutions have felt the full force of the depression. Despite this falling-off, our records would seem to indicate a higher proportion of placements than last year relative to the total number of calls. As the calls have come mainly from public schools, there may be a basis for the belief that the extra effort expended in making contacts in this field is beginning to have effect.

\*Education or Rural Education.

## THE OVERSUPPLY OF TEACHERS

Even the casual observer will have noticed that there has been a serious oversupply of those prepared to teach. This year the oversupply has increased markedly, in part because of increased enrolment in teacher training institutions, and in part because there has been thrown into the teacher market a considerable number of experienced persons who have been released by various school systems. This oversupply creates a problem to which all interested in the welfare of the teaching profession should give consideration. Already there have developed situations where teachers have entered into competition for the few vacancies that have occurred, with disastrous results to a reasonable salary schedule. In some cases there has been a bidding by the unemployed against those who would normally expect to continue in their positions.

There are several points of view as to the best method of dealing with this oversupply. Some contend that no attention should be given to the matter; that the various institutions should continue to train as many persons as are able to qualify for admission. Others take a more moderate position, saying that teacher training institutions should accept all that can be cared for up to the limit of available facilities but that under present conditions facilities should not be increased. Still others believe that something should be done to reduce the number of available teachers to approximately the number needed by the schools, otherwise teachers' salaries will be brought to such a level that persons of ability will take the first opportunity, when business revives, to go into some more lucrative employment. I share this view. I believe that it is only fair to adopt any reasonable regulative measures that will protect the personnel of the teaching staff. I believe, further, that it is unfair to individuals who appear to be less well-suited than others to the teaching profession if they are encouraged, even indirectly, to spend years in preparing for that profession only to find it virtually closed to them in the end. Obviously, if a policy is adopted of limiting the number who may prepare for teaching, there will be an element of unfairness to individual students until the colleges in which they are enrolled deal seriously with the problem of guidance.

If present economic conditions continue for even another year or two we may expect this matter of oversupply to create something of a crisis in the teaching profession. I believe, therefore, that Cornell should bear its fair share of the responsibility and, with other institutions, should reduce, to a point that will bring a reasonable balance between supply and demand, the number who are permitted to go beyond the elementary professional subjects.

## THE TRAINING OF SECONDARY SCHOOL TEACHERS

This oversupply of teachers is causing the question to be raised in various parts of the United States whether or not the time has come when the training of the secondary school teacher should be placed largely upon the graduate level. Mr. Hulse, Secretary of the Bureau of Educational Service, tells me that it is becoming increasingly difficult for those with a Bachelor's degree only to secure positions on account of the large number of persons with advanced training who are available. The present situation seems to present a rare opportunity to improve our standards for secondary school teaching. If we could attract into our high schools a number of professionally trained persons with advanced training in subject matter, we would be dealing with one of the important weaknesses in public secondary education in this country. In emphasizing the importance of subject matter one must not overlook, however, the fact that the secondary school teacher must have a thorough comprehension of the organization and work of the public schools. He must understand adolescent nature, and must be able to select and present his subject matter in such a way that the many educational needs of boys and girls of secondary school age will be met adequately.

The training of secondary school teachers is obviously a cooperative affair,

involving those who teach subject matter as well as those who teach the professional courses in Education. It is my judgment that there has been, for many years, a growing appreciation on the part of those who teach the subject matter and the professional courses of the importance of each other's work. During the past year, for example, a group representing the various science departments, and certain members of the Graduate School of Education have, under the leadership of Professor L. C. Petry, been studying the question of the preparation of teachers of science for the smaller high schools of the state. Such cooperative activities can be productive of nothing but good, and I hope that during the next few years it will be possible to get other groups that are interested in the training of secondary school teachers to make similar cooperative studies.

Beginning in September, 1935, the Department of Education of New York State is planning to put into effect a new program for the training of secondary school teachers. There are, in my judgment, three advances made in this proposed program over the one that has been in effect for many years: (1) There is to be a minimum subject matter requirement. The absence of such a requirement in the past does not in any sense indicate a lack of appreciation on the part of the state education officials of the importance of thorough grounding in subject matter. Rather, the difficulty has been that in our small schools it has not seemed possible to set up a desirable subject matter requirement that could be successfully administered. (2) Flexibility will be introduced into the professional requirements. Instead of specifying the exact number of hours to be secured by a student in each of the several aspects of Education, each institution will be permitted, subject to certain regulations, to set up its own program. This program must, of course, have the approval of the State Department of Education. (3) A practice teaching requirement will be instituted.

In order that those who enter service in September, 1935, may be properly qualified, the teacher training institution will need to put into effect the necessary program for the year 1934-35. Following is a brief statement of several of the most important matters that are involved in setting up a desirable program.

1. We must meet the practice teaching requirement. For a number of years the Department of Rural Education has been carrying on practice teaching in vocational work in the village schools of Trumansburg and Groton. More recently the Department of Education, through the Graduate School of Education, has been cooperating with the Ithaca Senior High School through the appointment of a person who gives half time to the schools and half time to the University. In other cases certain teachers in the Ithaca high schools have, without compensation, taken responsibility for one or more teachers in training. It will now be necessary to extend facilities beyond those described. We cannot hope to provide adequate facilities for the 216 seniors who have been taking Education courses during this academic year. This means that we should set up some tentative standards for the selection of those students who give most promise of being superior teachers and should grant these the privilege of carrying on practice teaching in order that they may be properly certificated.

So far as we can now see, the ideal arrangement for meeting the practice teaching requirement would be to establish joint positions in the Ithaca and other nearby schools as rapidly as University funds and conditions in the schools permit. Our experience in cooperating with the public schools in this vicinity has been most fortunate. Superintendent Kulp and the Ithaca Board of Education have made it clear that they are ready to cooperate with us to any reasonable degree. They recognize their obligation to render service so far as this may be done without interference with the effective instruction of the high school pupil. They also recognize that, through the cooperation of our Education group in planning curricula, studying special problems of instruction, and

analyzing scientifically problem cases among pupils, results of material benefit to the public schools and to the University could be secured.

2. Effective learning in the teacher training field means more than the passing of a series of courses in professional Education. There must be opportunity for the various professional ideals to function in meeting the many problems of the classroom. Successful practice teaching cannot be carried on when it is isolated from other phases of professional work, especially when it is isolated from general and special methods. Whether observation, general methods, and special methods are under the control of one person, as is now the case in Agricultural Education and in Home Economics Education, or whether these activities are participated in by two or more individuals, it is important that the whole be considered a unitary process. This constitutes one of the most fundamental difficulties in the reorganization of our professional work at Cornell.

3. We shall have to face such significant questions as these: What professional subjects should be included in the program of the secondary teacher; how much of each subject should be offered; and how may the material offered be made to contribute most to the training of the prospective teacher? Here, again, is a challenge to the staff to apply its professional knowledge to the solution of a significant curriculum problem.

4. Likewise those responsible for the advising of prospective teachers on the subject-matter side should seek an understanding of the academic needs of the secondary teacher. Selection must be made from the multitude of offerings of the University so as to develop depth and breadth of knowledge in the field in which instruction is to be given together with a background sufficient to make the teacher a wise leader of young people.

#### THE TRAINING OF PRINCIPALS

Beginning in 1934 the New York State Department of Education will set up new requirements for those who act as principals of the various types of public schools. In most cases it should be possible for us at Cornell to meet these requirements on a high level without serious difficulty. The facilities are available. What is called for is a coordination and, in some cases, perhaps, a reorganization, of our resources.

#### PROFESSIONAL EDUCATION IN THE SUMMER SESSION

At the present time the summer session is particularly important to the Graduate School of Education because of the desire of a large number of school workers in the field to improve themselves through study on the graduate level. In the summer session of 1932, 27 instructors offered 46 courses in Education. There were 484 different students with a total of 1,139 registrations in this field. Of the 484 all except 133 had a Bachelor's degree or better. Two hundred and fifty-nine were registered in the Graduate School: 23 as candidates for the degree of Doctor of Philosophy; 77, Master of Arts; 55, Master of Science; 52, Master of Arts in Education; and 52, Master of Science in Education. As the report of the Chairman of the summer session shows, the unit cost of the Education offerings is very low. During the past few years considerable progress has been made in integrating our various Education offerings to the end that there may be a maximum of service for the money expended.

#### THE NEED FOR SCHOLARSHIPS AND FELLOWSHIPS

The field of Education has no scholarship or fellowship except the Edward A. Sheldon Scholarship for Women Teachers. This provides free tuition only. There is imperative need for four or five free tuition scholarships and for two fellowships, paying at least \$750 each, to be made available to superior students, regardless of sex, who are majoring in Education or in Rural Education.

J. E. BUTTERWORTH,  
Director of the Graduate School of Education.

## APPENDIX XIV

 REPORT OF THE ADMINISTRATIVE BOARD  
OF THE SUMMER SESSION

*To the President of the University:*

SIR: On behalf of the Administrative Board of the Summer Session I have the honor to report for the session of 1932 as follows:

## ATTENDANCE

	<i>Men</i>	<i>Women</i>	<i>Total</i>
In Summer Session .....	663	460	1123
In Summer Session of Agriculture .....	485	510	995
	1148	970	2118
Less Double Registrants .....	124	75	199
	1024	895	1919
Summer Session of Law .....	31	1	32
	1053	896	1951

## ANALYSIS

Graduate Students in Summer Session .....	146	134	280
Graduate Students in Agriculture .....	105	55	160
Graduate Students in Both .....	82	36	118
	333	225	558

## OF SUMMER SESSION REGISTRANTS

Undergraduates of Cornell .....	129	43	172
Undergraduates of other Institutions .....	85	69	154
Students holding First Cornell Degrees.....	51	33	84
Students holding degrees from other institutions.....	234	203	437
Students holding Normal School Diplomas .....	20	69	89
Students holding Second Cornell Degrees .....	14	11	25
	533	428	961

## TEACHERS

	1928 Total	1929 Total	1930 Total	Men	1931 Women	Total	Men	1932 Women	Total
High School .....	220	207	229	112	161	273	119	135	254
Grades .....	162	142	107	9	92	101	3	75	78
Colleges .....	76	85	76	86	41	127	59	27	86
Normal Schools ....	2	8	3	1	4	5	6	6	12
Superintendents .....	4	3	3	2	—	2	1	1	2
Principals .....	10	20	17	28	8	36	31	3	34
Supervisors .....	6	5	6	3	7	10	0	5	5
Kindergarten .....	0	5	4	—	6	6	0	1	1
Others .....	24	25	34	20	17	37	10	10	20
Junior H. S. ....	31	46	25	4	16	20	4	19	23
Junior Colleges .....	1	0	1	0	0	0	0	3	3
	536	546	505	265	352	617	233	285	518



## SUMMER SESSION

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## GEOGRAPHICAL DISTRIBUTION

	1931	1932
New York .....	1379	1237
Pennsylvania .....	236	168
New Jersey .....	127	100
Other Middle States (Including Md., D. C., Del.).....	70	51
New England .....	140	88
Southern States .....	148	109
West Virginia .....	8	9
Virginia .....	26	18
North Carolina .....	19	12
South Carolina .....	17	1
Georgia .....	11	13
Florida .....	12	17
Alabama .....	3	6
Mississippi .....	9	3
Kentucky .....	11	10
Tennessee .....	8	3
Louisiana .....	10	4
Arkansas .....	4	1
Texas .....	7	12
New Mexico .....	3	0
Central States .....	106	67
Ohio .....	41	34
Indiana .....	19	6
Michigan .....	21	16
Illinois .....	25	11
Middle West .....	47	28
Missouri .....	12	12
Kansas .....	3	4
Wisconsin .....	7	0
Minnesota .....	8	2
Iowa .....	4	1
Nebraska .....	4	0
Oklahoma .....	9	8
Wyoming .....	0	1
North Western and Pacific Coast.....	18	15
South Dakota .....	0	1
North Dakota .....	0	1
Montana .....	1	0
Colorado .....	2	4
Utah .....	2	0
Arizona .....	0	1
Washington .....	0	1
Oregon .....	2	0
California .....	8	7
Idaho .....	3	0
Foreign Countries .....	73	56
	<hr/> 2344	<hr/> 1919

## SUMMER SESSION ATTENDANCE BY COURSES

<i>Subject</i>	1925	1926	1927	1928	1929	1930	1931	1932
Anthropology .....	—	—	—	—	—	—	15	—
Architecture .....	—	—	—	17	24	19	23	11
Astronomy .....	21	22	19	24	14	16	27	22
Chemistry .....	211	201	205	213	264	255	260	196
Drawing and Painting .....	67	54	59	107	83	67	86	38
Economics .....	288	243	252	210	242	227	222	154
Education .....	434	500	365	388	373	375	410	563
Engineering								
Drawing .....	7	15	10	11	4	5	4	—
Descriptive Geometry .....	35	35	38	29	20	19	17	13
Kinematics .....	34	25	20	20	29	18	11	—
Materials of Construction..	—	—	26	29	32	33	25	6
Mechanics .....	92	83	92	88	75	71	75	54
Hydraulics .....	16	22	27	14	23	22	18	7
Structural Engineering ...	88	96	105	111	99	94	75	35
English .....	611	607	590	561	521	309	399	330
Geography, Geology .....	231	175	220	191	160	140	175	112
German .....	62	69	51	63	88	67	90	44
Government .....	46	58	40	84	41	27	30	31
Greek .....	—	10	5	16	26	14	11	—
Health Education .....	28	37	31	24	19	32	18	15
History .....	246	269	320	355	268	211	229	155
Hygiene .....	22	—	—	—	—	—	—	—
Latin .....	60	24	75	48	45	42	48	31
Mathematics .....	220	246	236	388	286	250	183	150
Music .....	104	122	162	106	157	76	49	52
Philosophy .....	120	125	115	102	76	90	64	38
Physical Education .....	90	113	188	107	159	138	127	106
Physics .....	100	129	110	114	130	148	165	194
Physiology and Biochemistry.	—	—	—	—	4	12	22	26
Psychology .....	180	183	117	129	109	118	122	106
Public Speaking .....	147	183	166	163	209	148	174	139
Romance Languages								
French .....	210	214	202	175	182	112	151	94
Spanish .....	63	59	62	54	38	34	34	27
Photography .....	—	—	—	—	—	16	—	—

## SUMMER SCHOOL OF BIOLOGY

Botany .....	49	61	46	67	71	59	81	83
Zoology .....	75	90	70	95	118	98	74	59
Botany and Zoology (Courses dealing with both plants and animals) .....	13	32	27	19	25	16	26	26
	137	183	143	181	214	173	181	168

## SUMMER SESSION OF LAW

First Term .....	105	84	77	96	78	86	55	32
Second Term .....	100	79	60	4	68	68	41	—
	205	163	137	100	146	134	96	32

## COST PER STUDENT HOUR (1932)

<i>Subject</i>	<i>Student Hours</i>	<i>Cost</i>	<i>Cost per Student Hour</i>	
Architecture .....	81	\$ 750.00	\$ 9.27	
Astronomy .....	32	375.00	11.72	
Chemistry .....	585	6325.00	10.81	
Drawing and Painting .....	68	1525.00	22.42	
Economics .....	360	2475.00	6.87	
Education .....	939	4387.50	4.67	
Engineering .....	335	5700.00	17.01	
Descriptive Geometry .....	18		575.00	31.94
Mechanics .....	127		1900.00	14.96
Electrical Theory .....	40		400.00	10.00
Materials .....	21		750.00	35.71
Hydraulics .....	24		750.00	31.25
Bridges .....	51		575.00	11.27
Concrete .....	54		750.00	13.88
English .....	637	4800.00	7.53	
Geography and Geology .....	173	2700.00	15.60	
German .....	120	1850.00	15.42	
Government .....	54	750.00	13.88	
History .....	290	3975.00	13.70	
Latin .....	59	1500.00	25.42	
Mathematics .....	496	6000.00	12.09	
Music .....	66	1925.00	29.16	
Philosophy .....	56	1325.00	23.66	
Physical Education .....	51	1725.00	33.83	
Hygiene .....	19	1325.00	69.73	
Physics .....	385	4225.00	19.74	
Physiology .....	63	750.00	11.90	
Psychology .....	188	2350.00	12.50	
Public Speaking .....	194	3600.00	18.71	
Romance Languages .....	296	3650.00	12.33	
French .....	212		2500.00	11.78
Spanish .....	84		1150.00	13.69
	5547	\$63987.50	\$11.53	

In common with nearly all of the larger Summer Sessions of the United States the effect of the economic depression was shown in the enrollment at Cornell. In all departments offering Summer Session work the total registration was 1951 as against a total of the session of 1931 of 2440 and of 1930 of 2385. The decrease of 489 students was almost exactly 20% of the 1931 enrollment and this figure seems to be approximately the percentage of decrease in other institutions such as Columbia University, the University of Michigan, and other comparable institutions. As would naturally be expected the effect of the economic conditions of the country was felt in the Summer Session of the endowed colleges where the higher tuition charges played a considerable part. The registration exclusive of Law in these colleges was 1123 as against 1458 for 1931 and the Summer Session of Law on account of its changed policy registered only 32 as against 96 for 1931. The New York State Summer Sessions registered 995 students, exactly the same as for 1931. There was, however, an increase in the number of students carrying work both in the Summer Session and the New York State Summer Sessions, this number increasing from 109 for 1931 to 199 for 1932. This, of course, means a corresponding decrease of revenue for the Summer Session since double regis-

trations mean a division of fees between the two divisions. The decrease in the Summer Session was most marked in the undergraduate enrollment, following the general tendency of recent years, but being very marked on account of the economic depression. Undergraduates of Cornell and of other institutions fell from 459 in 1931 to 326 for 1932 in the endowed Summer Session. There was also a falling off in the number of teachers in attendance from 617 in 1931 to 518 in 1932. There was a very slight falling off in the total number of graduate students registered in the entire University from 588 for 1931 to 558 in 1932. The number of graduate students in the Summer Session alone dropped from 396 to 280. The number of graduate students in the New York State Summer Sessions increased from 106 to 160. The number of graduate students in both sessions increased from 87 to 118. There was an actual increase in the number of graduate students registered in Education and it should be noted here that the total registration in the general Summer Session in Education compared favorably with that of previous years. Going back to 1928, the last year before the economic depression, there were 187 different students taking courses in Education this year as against 185 for 1928. The number of students holding Cornell degrees decreased from 119 to 109 and the number holding degrees from other institutions decreased from 455 to 437. Students holding normal school diplomas on the other hand increased from 80 for 1931 to 89 for 1932. The falling off in women teachers registered was very much more marked than for men, dropping from 352 to 285 in 1932. The number of men teachers in attendance in 1930 was only 200, a record number, so that in total of men teachers, our registration was next to the highest of any year to date. The fact that the New York State Summer Sessions are holding their own is in large part due to the economic depression since many students who otherwise would take work in the general Summer Session can find offerings sufficiently acceptable in the State Sessions thus saving the tuition fees of the general Summer Session. At this time when we find Summer Session students are counting every dollar the differential of \$50 between the two sessions is an item of considerable moment to the student.

The falling off in numbers of Summer Session students was accompanied by an advance in personnel. It seems to be universally agreed by all instructors that the tone of the session was notably higher than ever before. This tendency toward greater earnestness has been marked in recent Summer Sessions, but certainly reached a new level in 1932. There were almost no students present who had any other purpose in attendance than that of getting most from their instruction in return for the financial outlay. In this respect the economic situation has proved extremely valuable.

The table of geographical distribution reflects the depression, the falling off, however, being very evenly distributed over the entire country. The highest percentage of decrease was from the Middle Western States, which have never sent large numbers to us.

The table showing attendance by courses deserves consideration, the greatest general decrease in registration being in the courses offered by the College of Engineering. There were marked decreases in Drawing and Painting, Philosophy, German, and History. As has been already noted the work in Education showed a rather marked increase, this being the only department which maintained itself as compared with 1930 and 1931. The Summer Session of Biology with a decreased offering did rather better than might have been expected.

The table covering cost per student hour for each department shows a general increase from \$0.46 to \$11.53 for 1932. This would, of course, be expected in the light of the lessened registration. A study of the table will indicate a number of departments in which study hour cost must inevitably be reduced for the session of 1933. It should be remembered also that the ratio of graduate students to general registration has been larger in the summer of

1932 than in the past and it is well known that graduate instruction is very much more expensive than instruction on the undergraduate level. In passing it should be noted that the extremely high figure for Hygiene is accounted for by the fact that the entire overhead of maintaining the Health Department in the summer is charged against the courses offered by the members of that Department. Actually this overhead seems to be essential for the welfare of the students and were it not for the necessity of having Dr. Smiley and Dr. Evans as official members of the Department of Health these courses would not be offered. In other words they really represent a gratuitous offering on the part of members of the staff employed primarily for other services.

Your Chairman wishes to commend the highly cooperative spirit shown by Professor Butterworth of the Graduate School of Education in planning the offering in that field. The need for unification of the offerings and resources of the two Departments of Education has created some very difficult and vexing problems. The most serious of these grows out of the differential in tuition as between the two Summer Sessions on this campus; while this differential is not a factor of extremely great importance with regard to students regularly registered for graduate degrees it does involve some serious questions of policy with regard to teachers who are non-candidates for degrees and who have a tendency to embrace the opportunity to register in Education courses offered jointly by both Departments through enrollment in the State Summer Sessions, thereby avoiding the fees of the general Summer Session. Very careful analysis of the joint courses in which both sessions share the expense have been made by Director Butterworth and your Chairman and it still is a mooted question as to the extent to which the Summer Session is affected adversely by such offerings. The welfare of the Graduate School of Education is involved to such an extent that it may be a wise decision in the light of the future welfare of the Graduate School of Education for the Summer Session to make some concessions in the direction of the greater unity. The very low student hour cost of instruction in Education as compared with other fields in the Summer Session is an argument in this direction. The greatest assistance to the Summer Session in the whole present situation would be the establishment of a higher rate of tuition in the New York State Summer Sessions, which would relieve us of many embarrassments under the prevailing system. This matter has been discussed by a general committee during the past year and will doubtless arise for further consideration before all plans are matured for the summer of 1933.

In general it should be said that the falling off in registration for 1932, and the extremely problematic conditions facing both the entire country and Cornell University, mean that drastic measures for retrenchment will have to be made in planning the session of 1933. Such recommendations will be embodied in the report of the Administrative Board of the Summer Session in presenting plans for the new budget. These plans will depend in part on the measures to be employed in other institutions of our rank which plans will be discussed at the annual meeting of Summer Session Directors to be held in Ann Arbor this week. Your Chairman plans to attend this meeting and expects there to obtain a clearer understanding of the situation nationally than is now possible.

It should be noted in passing that your Chairman acted as President of the Association of Summer Session Directors in its meeting held last October at the University of Virginia.

In closing it should be noted that of the 1932 budget allowed by the Board of Trustees about \$2000 still remains unexpended. Your Board is extremely gratified at this showing and wishes to take this opportunity of expressing to you personally its sincere appreciation of your support in securing the budget allotment for 1932 as well as in all other matters concerning the session. Your Board further wishes to assure you and, through you, the Board of

Trustees of Cornell University that it will do everything in its power to merit continued support in planning the offering for 1933.

R. H. JORDAN,

Chairman of Summer Session.

## APPENDIX XV

### REPORT OF THE DEAN OF WOMEN

*To the President of the University:*

SIR: I have the honor to submit to you the following report of the Dean of Women, for the year 1932-33.

During the year 1932-33 the total registration of undergraduate women was three less than that of the previous year, but fourteen more than that of the year 1930-31. However, owing to financial difficulties among the families of so many students, the housing situation differed materially from that of the previous year. Comparing a three-year period, the distribution of students by residence is as follows:

					<i>Earning Room and</i>		
	<i>Dorms.</i>	<i>Cottage</i>	<i>Soror.</i>	<i>Sp. Per.</i>	<i>Board</i>	<i>Town</i>	<i>Total</i>
1930-31 .....	689	20	222	14	49	152	1149
1931-32 .....	707	19	217	15	57	151	1166
1932-33 .....	673	0	207	41	85	154	1163

Two more worked in town the second semester of 1933 for board and room, making the total thus working eighty-seven, plus seven graduate women. The Special Permission column totaled almost three times that of the previous year, this permission being given to students to live with relatives or with certain family friends to earn part of the expenses. Because of this great increase in the numbers living and working outside of the dormitories, it was necessary to close Risley Terrace entirely. The Head Residents were the same as the preceding year: Miss Gertrude Nye, at Risley, this being her twentieth year as Head Resident of Risley; Miss Grace Seely, at Sage; Miss Mary E. Cornell, at Balch I; Mrs. Carolyn V. Powell, at Balch II; Mrs. Maude L. Biggs, at Balch III; and Mrs. Mabel Conger, at Balch IV. Fourteen sorority houses were approved as residences. One, Delta Zeta, will not be used as a residence for women this coming year as the Cornell chapter has ceased to exist, and the four remaining members will live in the dormitory.

#### GRADUATE WOMEN

The number of graduate women decreased appreciably over the previous year, from one hundred eighty-five in 1931-32 to one hundred thirty-four in 1932-33. The majority of these were housed in private homes in Ithaca with a few in Balch and in Risley Cottage. Various organizations did more last year to enable graduate women to have social contacts. Part of this was made possible through the efforts of the hostess at Willard Straight, Miss Edith Ouzts, who arranged teas, French and German tables at Wednesday dinner, dances, and bridge games; and by the Cornell Women's Club and various honor societies. Miss Thorin, of the Physical Education Department, taught classes in folk dancing which many enjoyed.

## FINANCES

The financial situation continued to be difficult, and continuous effort was made throughout the year to secure employment, loans, and gifts. The Woman's Student Loan Fund was not replenished by return of principal to the extent of previous years, so it was necessary to augment this in other ways and by other funds. The amount of loans and gifts totaled that of the previous year, about \$15,000, but it was more widely distributed. Forty-two more girls received benefits from these funds than the previous year. The total number thus aided was 161. Twenty-three women made use of the Alumnae Emergency short time Loan Fund. The University extended the time of payment of fees to ten students, in the case of seniors withholding the degree until fall and the payment of the fees, thus enabling them to complete their senior year. Several new loan funds and gifts were established by women's organizations. The Women's Glee Club gave the proceeds of its spring concert, amounting to \$300, as a nucleus of a fund to be used at the discretion of the Dean of Women for loans or gifts, a maximum of the latter to be \$25 and the preference to be given to seniors who are members of the Glee Club. The Cornell Women's Club of New York City gave \$300 to start a fund for loans and scholarships. Pi Lambda Theta (Cornell Chapter) started a fund with \$75 to be used preferably for a senior in the field of education. The Cornell Women's Club of Syracuse, which has been sending a check each year for several years, has established an annual gift of \$50 as a memorial to one of their members, Margaret Crouch Nottingham. The Cornell Women's Club of the Mohawk Valley loans, upon recommendation, a maximum of \$1.00 to some student in that vicinity. The Buffalo Club does the same for a Buffalo student. Besides these sources through the University, students have received loans and scholarships from a number of outside organizations, such as sorority loan funds, Church funds, County clubs, High School alumni associations, and University clubs, to the extent of some two thousand dollars. Clothing has been furnished by a number of individuals.

## EMPLOYMENT

Closely connected with the problem of finance is that of employment. Miss Eleanor Simonds, assistant to the Dean of Women, who has charge of this department, has been kept unusually busy securing work, and especially places where students may work for board and room, in town. Ninety-four such places were secured during the past year, seven being for graduate women. This is a little more than twice the number of two years ago. This large number, living outside the dormitories, in addition to the increase by thirty in the number given special permission to live in town with relatives, diminished the waitress positions in the dormitories by ten, thus necessitating finding other employment in place of these former positions. Miss Simonds has conferred and advised with these young women frequently, helping them with their double role of student and employee. A year ago fifteen freshmen worked in town for board and room. The past year, the number was nineteen. Only four carried the minimum hours of scholastic work during the year, the others took amounts varying from twenty-five to twenty-nine hours. A special study of this freshman group was made and is herewith appended. This shows the summary for the past two years of the average age in the three colleges where the girls who work are enrolled, and the average number of hours of C or better, and the comparison with all freshmen women students who were working for board and room. Part time work and occasional pieces of work have been secured for nearly two hundred students.

## PRESIDENT'S REPORT

## A COMPARISON OF THE YEARS 1931-32 AND 1932-33 IN THE COLLEGES OF:

	Arts and Sciences		Home Economics		Agriculture	
	1931-32	1932-33	1931-32	1932-33	1931-32	1932-33
Average Age	18+	18	19+	18+	18—	17+
Average Decile Rating	6	4.25	5+	4	6.25	4.5
Average Grades	A — hrs. 7.5 B 2 9.75 C 10 7.5 D 11.66 3 E — F 4 — P — — 27.66	hrs. 7.5 9.75 7.5 3 — — — — 27.75	A .87 hrs 2 B 9.37 8.33 C 13.25 11.33 D 3.62 4.5 E — F — .25 P 1.25 — 28.36	2 hrs. 2 8.33 11.33 4.5 — .25 — — 26.5	A 1 hrs. 3.5 B 4.75 3.5 C 12.75 14.5 D 3 7.5 E 1.5 F .75 P — — 23.75	3.5 hrs. 3.5 3.5 14.5 7.5 — — — — 29.00
Hours of C or better	12	24.75	23.25	21.66	18.5	21.66

## A COMPARISON OF ALL FRESHMEN EARNING ROOM AND BOARD FOR THE YEARS 1931-32—1932-33

	1931-32	1932-33
Average hours per person	15 persons average	19 persons average
	27 hours	26.05 hours
Scholastic averages per person	A .73 B 6.66 C 12.46 D 5.06 E .4 F 1. P .66	A 3.37 B 7.95 C 10.11 D 4.53 E F .15 P
Hours of C and above	19.86	21.38
Hours below C	7.13	4.68

## SOCIAL LIFE

The social life increases somewhat each year, and the number of functions at which Cornell men and women were present last year totaled about seven hundred. With very few exceptions these were held during the week-ends. The greatest concern at present is the house-party situation. These parties were held last year on ten different week-ends, including every week-end from April twenty-eighth to the first of June and also the week-end preceding Commencement. The Saturday night dances during these house party periods are scheduled from ten until two a.m., eleven to three a.m., midnight until six Sunday morning, three-thirty to six-thirty Sunday morning, five to eight Sunday morning. Many students attend the various dances without attending the entire house party. This has created a difficult problem for the girls and the places of residence, since it is quite impossible to keep the latter places open all night for ten week-ends a year. During the past spring there was some discussion among the men students themselves as to the advisability of holding all house parties on three designated week-ends only. This would help the



situation greatly, for special arrangements could be made for such times. A summary of social functions registered in the Office of the Dean of Women as compared with previous years follows.

## SUMMARY COMPARED WITH PREVIOUS THREE YEARS

	1929-30	1930-31	1931-32	1932-33
Informal dances .....	197	245	252	304
Formal dances .....	91	114	125	110
House parties .....	73	74	62	64
Other functions .....	39	45	55	44
Total functions .....	400	478	494	522
Number reported by organizations having houses (Fraternities, sororities, Cosmo- politan Club) .....	320	382	388	395
Number reported by other organizations..	80	96	106	127
Largest number reported by one organiza- tion .....	15	20	21	21
Number of these groups reporting ten or more functions .....	5	8	6	8
Number of these groups reporting from five to nine functions .....	18	26	33	27
Number of these groups reporting from one to four functions .....	56	44	37	39

## VOCATIONAL TALKS

Miss Florence Jackson, an expert in Vocational Guidance, was here for a week in the fall holding individual conferences with students regarding possible occupations, and their required preparation. Considerable "follow up" work has been done and other conferences held in the office of the Dean of Women.

## SUMMER SESSION

The Summer Session of 1932 declined in enrollment of women by about two hundred and as a consequence Risley Hall was not opened at all. This is the first time since its completion that it has not been used during the Summer Session. The Head Residents of Balch and Sage were in charge of their respective dormitories during the Summer Session.

## VISIT FROM THE DONORS OF BALCH HALLS

One of the most pleasant events of the year was a visit in June from Mr. and Mrs. Balch, the donors of Balch Halls of Residence, this being their first visit since the completion of the buildings. They spent three days as guests of Balch Halls and were given an opportunity at a tea to meet the women residents (seniors) who were remaining for Commencement. This was held in the large recreation room. Later Mr. and Mrs. Balch were guests at dinner in Unit III with some personal friends of their own university days.

## W. S. G. A.

The Women's Self Government Association was hostess to the National convention for three days in April and the residents of Unit III moved to other units and sorority houses during that time to allow their guests the privilege of living there comfortably during their visit. The women of the Cornell W. S. G. A. were excellent hostesses, giving their guests as great a variety of entertainment as possible. This included teas, a picnic on the lake shore, a

dance at Willard Straight, a banquet, and trips about the campus and vicinity. The business sessions were held in the Balch Recreation rooms.

The routine of the Dean of Women's office entails much more work than can be done as efficiently as is desired by the three in office. Especially is there need of a good secretary, when funds will permit, to relieve the Dean of Women of the necessity of answering her own correspondence, particularly as she is not a good typist.

Mrs. Elizabeth Leonard, assistant to the Dean of Women, is in charge of the approval of chaperons for social functions, involving from two to ten telephone calls for each of the five hundred and twenty-two dances during the year. She has charge also of the individual records, a huge task in itself, and the checking of house records with the thirty-six house presidents and vice-presidents.

The Dean of Women has been kept more than busy supervising the general organization, working out, upon individual requests, some three hundred budgets of time, interviewing hundreds of students at their own initiative, discussing with students, at the request of faculty members, possible causes for unsatisfactory work, working and planning with W. S. G. A. officers and Head Residents, serving in the capacity of hostess or guest at some two hundred social affairs, which the position demands, making a few speeches in Ithaca and elsewhere, and attending a few committee meetings.

R. LOUISE FITCH,  
Dean of Women.

## APPENDIX XVI

### REPORT OF THE DIRECTOR OF ADMISSIONS

*To the President of the University:*

SIR: I respectfully submit my report for the Office of Admissions, covering entrance to the seven undergraduate colleges of the University in September 1932.

TABLE I

The following table shows the number of applications and the number admitted in September 1932 to each of the undergraduate colleges. Only those have been counted as applicants who actually filed formal applications for admission as regular students; persons indicating intent to enter, whether by letter or by interview, have not been included, nor have so-called "special students." Under "admitted" are included those who met all university requirements and the particular requirements of the college concerned and who were notified that they were entitled to matriculation as regular students—whether they afterwards registered or not.

A. Applications for entrance direct from secondary institutions:

<i>College</i>	<i>Applied</i>	<i>Admitted</i>
Arts and Sciences		
A.B. ....	1060	459
B.Chem. ....	104	59
Agriculture ....	482	269
Home Economics ....	310	119
Hotel Administration ....	78	37
Architecture ....	69	29
Engineering ....	409	231
	<hr/>	<hr/>
Total .....	2512	1203

B. Applications for entrance by transfer with credit towards advanced standing:

<i>College</i>	<i>Applied</i>	<i>Admitted</i>
Arts and Sciences		
A.B. ....	187	65
B.Chem. ....	11	4
Agriculture ....	84	34
Home Economics ....	42	19
Hotel Administration ....	38	12
Veterinary ....	25	15
Architecture ....	28	12
Engineering ....	57	26
Total .....	472	187

  

	<i>Total Applications</i>	<i>Total Admitted</i>
1932 .....	2084	1390
1931 .....	3096	1604
1930 .....	3056	1498
1929 .....	3427	1405

Of the 1390 admitted in September 1932 only 68 failed to register. This is not an unusual number; about the same number of admitted students have failed to register in preceding years. It is to be noted, however, that the total number of applications has been mainly falling for the past four years, with the greatest drop occurring between 1929 and 1930. On the other hand, the number fulfilling all requirements for admission has been rising until this year, when it returns to exactly fifteen less than the number admitted in 1929.

TABLE II

The 1203 students admitted without credit toward advanced standing (see I, A) divide as follows according to the method by which each one offered the greater part of his entrance credit:

Certificate .....	379
Regents .....	772
Examination .....	2
College Board .....	50
	1203

Many of the 1203 students offered credit by more than one of the four methods. The following shows the number offering credit by any one of the four:

Students presenting credit by Certificate .....	695
Students presenting credit by Regents .....	826
Students presenting credit by Examination .....	83
Students presenting credit by College Board .....	96
Schools using Certificate Privilege September 1932 .....	201

TABLE III

## ENTRANCE EXAMINATIONS

In September 1932 entrance examinations furnished by the College Entrance Examination Board were used for the third time. The answer-papers were read and graded by members of the Cornell Faculty.

The following are the figures for the entrance examinations since September, 1929, the last year when examinations made by the Cornell Faculty were used.

	1929	1930	1931	1932
Total new applicants trying examinations .....	232	219	235	151
Applicants completing requirements by examination...	112	103	109	72
Applicants trying examinations, but failing to complete requirements thereby .....	120	116	126	70

The proportion of passing grades, for all subjects, to the total number of grades reported

1929 32%	1930 32%	1931 52%	1932 59%
-------------	-------------	-------------	-------------

It is encouraging to note that while the number of students who find it necessary to try the September examinations has decreased slightly, the proportion of passing grades has steadily increased.

TABLE IV

Freshmen admitted from private schools in the United States:

	1929	1930	1931	1932
From schools in New York State .....	50	65	83	89
From schools in other Middle States .....	38	35	58	73
From schools in New England States .....	22	22	24	37
From schools in other States .....	31	31	39	35
Total .....	141	153	204	234

TABLE V

The following table shows the geographical distribution of applicants for admission to the undergraduate colleges in September 1932.

New York City .....	290	Pennsylvania .....	162
Brooklyn .....	298	Rhode Island .....	7
Other towns in New York State .....	1613	South Carolina .....	2
New York State .....	2201	South Dakota .....	1
Alabama .....	4	Tennessee .....	7
Arkansas .....	1	Texas .....	13
California .....	21	Utah .....	4
Colorado .....	6	Vermont .....	11
Connecticut .....	58	Virginia .....	6
Delaware .....	4	Washington .....	2
District of Columbia .....	6	West Virginia .....	10
Florida .....	2	Wisconsin .....	7
Georgia .....	1	Wyoming .....	1
Illinois .....	37	Canal Zone .....	1
Indiana .....	10	Hawaii .....	2
Iowa .....	4	Philippine Islands .....	1
Kansas .....	6	Porto Rico .....	5
Kentucky .....	3		
Louisiana .....	3	Foreign Countries:	
Maine .....	4	Abvssinia .....	1
Maryland .....	14	Afghanistan .....	1
Massachusetts .....	68	Australia .....	1
Michigan .....	7	Canada .....	6
Minnesota .....	10	China .....	1
Mississippi .....	2	Cuba .....	5
Missouri .....	7	France .....	2
Montana .....	1	Germany .....	1
Nebraska .....	3	Japan .....	1
New Hampshire .....	4	Korea .....	1
New Jersey .....	219	Palestine .....	2
New Mexico .....	1	Parana .....	1
North Carolina .....	5	Svria .....	1
Ohio .....	77	Turkey .....	1
Oklahoma .....	5	Venezuela .....	1
Oregon .....	2	Mexico .....	1
		Total .....	*3065

\*This total includes special students not included in Tables I, A and B.

EUGENE F. BRADFORD,

Director of Admissions.

## APPENDIX XVII

## REPORT OF THE REGISTRAR

*To the President of the University:*

SIR: I have the honor to submit herewith my third annual report as Registrar of the University. The report covers the academic year 1932-33 including the Summer Session of 1932 and, for convenience, work between the end of the second term 1931-32 and July 1, 1932, but excluding work between the end of the second term of 1932-33 and July 1, 1933.

## THE YEAR

	<i>Days in Session</i>	<i>Sun- days</i>	<i>Holi- days</i>	<i>Vaca- tion</i>	<i>Total</i>
Summer Vacation, June 21-July 10 .....				20	20
Summer Session, July 11-Aug. 19 .....	35		5		40
Summer Vacation, Aug. 20-Sept. 25 .....				37	37
First term, Sept. 26-Feb. 8 .....	101½		15		116½
Thanksgiving Vacation, Nov. 24-27 .....				4	4
Christmas Vacation, Dec. 17-Jan. 1 .....				15½	15½
Midyear Recess, Feb. 9 .....				1	1
Spring Vacation, Apr. 1-Apr. 9 .....				8½	8½
Spring Day, May 20 .....				1	1
Second term, Feb. 10-June 19 .....	103½		16		119½

## \*ATTENDANCE AT SUMMER SESSION, ETC.

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate, Personal Direction .....	125	29	154
Graduate, 1932 SS, SS Agr. ....	332	227	559
1st Summer Session, Law, 1932 .....	30	2	32
2nd Summer Session, Law, 1932 .....	8		8
Summer Session, 1932 .....	663	441	1104
Summer Session Agriculture, 1932 .....	434	413	847
Short Winter Agriculture, 1932-33 .....	95	5	100
Total .....	1687	1117	2804

## \*DUPLICATES

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate School—Agriculture .....	3	2	5
Graduate School—Arts .....	18	5	23
Graduate School—Engineering .....	2		2
Graduate School—Hotel Administration .....	2	1	3
Graduate School—Medicine .....	1		1
Arts—Agriculture .....	2	3	5
Arts—Architecture .....	3	1	4
Arts—Engineering .....	15		15
Arts—Medicine .....	9		9

\*To accompany the inserted table showing attendance for the year 1932-33.

## \*DUPLICATES—Continued

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Agriculture—Engineering .....	1		1
Agriculture—Veterinary .....	2		2
Architecture—Engineering .....	1		1
Graduate (Personal—State Summer Session) .....	3	1	4
Graduate School—(Personal Direction) .....	46	2	48
Graduate—Graduate .....	42	18	60
Graduate—Graduate (Personal Direction) .....	8		8
Graduate—Summer Session .....	206	136	342
Graduate—State Summer Session .....	183	97	280
Summer Session—State Summer Session .....	59	64	123
Summer Session—Arts .....	86	39	125
Summer Session—Agriculture .....	4	1	5
Summer Session—Home Economics .....	2	2	4
Summer Session—Veterinary .....	1		1
Summer Session—Engineering .....	98	2	100
Summer Session—Architecture .....	15	3	18
State Summer Session—Arts .....	3		3
State Summer Session—Agriculture .....	50	18	68
State Summer Session—Home Economics .....	1	35	36
State Summer Session—Veterinary .....	2		2
State Summer Session—Architecture .....	4		4
I Summer Session Law 1932—Arts .....	1		1
I Summer School Law 1932—Law .....	15		15
Summer School Law 1932—SS .....	1		1
II Summer School Law—I Law .....	7		7
Summer Session Law—Graduate .....		1	1
Summer Session—Medicine .....	1		1
<b>Total</b> .....	<b>897</b>	<b>431</b>	<b>1328</b>

## MATRICULATES

The following table shows that 2416 students have registered during the present year for the first time. Students entering for the first time in the Summer Session and in the State Summer Schools are not considered as matriculates, but for convenience are listed in this table.

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate .....	266	126	392
Advanced Standing .....	127	46	173
First Year .....	911	306	1217
Special Students .....	12	8	20
2 Year Agriculture Special .....	24		24
Medicine (New York City) .....	53	9	62
Summer Session 1932 .....	183	222	405
State Summer Session 1932 .....	128	194	322
Summer Graduate (Personal Direction) .....	2		2
Summer Law .....	3	1	4
<b>Totals</b> .....	<b>1709</b>	<b>912</b>	<b>2621</b>
<b>Duplicates</b> .....	<b>111</b>	<b>94</b>	<b>205</b>
<b>Net Totals</b> .....	<b>1598</b>	<b>818</b>	<b>2416</b>

# PRESIDENT'S REPORT

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## FIRST DEGREES

September, 1932; February, 1933; and June, 1933

	<i>Men</i>	<i>Women</i>	<i>Total</i>
A.B. ....	257	128	385
B.Chem. ....	20		20
B.S. (a)* ....	111	24	135
B.S. (b) ....		88	88
B.S. (c) ....	39		39
LL.B. ....	40	1	41
D.V.M. ....	23	1	24
B.Arch. ....	16	2	18
B. Fine Arts ....	2		2
B.L.A. ....	3	1	4
C.E. ....	49		49
M.E. ....	66		66
E.E. ....	42		42
Chem. Engr. ....	3		3
M.D. ....	48	7	55
Totals ....	719	252	971

\*a, means Agriculture; b, Home Economics; c, Hotel.

## ADVANCED DEGREES

	<i>Men</i>	<i>Women</i>	<i>Total</i>
A.M. ....	49	42	91
A.M. in Education ....	11	3	14
M.S. ....	56	9	65
M.S. in Education ....	8	1	9
M.S. in Agriculture ....	7		7
M. Fine Arts ....	1		1
M. in Forestry ....	5		5
M. Chemistry ....	3		3
M. Architecture ....	1		1
M. Landscape Architecture ....	1		1
M.C.E. ....	11		11
M.M.E. ....	12		12
M.E.E. ....	4		4
M.L.L. ....	1		1
J.S.D. ....	2		2
Ph.D. ....	127	17	144
Totals ....	299	72	371

The inserted table gives the number admitted to graduation. Care has been taken to discriminate between closely allied degrees, but such have been grouped so as to show at a glance the number in each department.

EUGENE F. BRADFORD,  
Registrar.

# AGE AT GRADUATION, ETC. (Supplement to Appendix XVII)

The following table shows the age in years and months at graduation for the ten year classes 1870-1930. It also shows the age separately for men and women. The Master's degrees are listed in one group and the Doctor's in another. The age at graduation of the youngest member of the graduating class and also that of the oldest member are given as well as the median age.

	Arts		Law		Medicine		Veterinary		Agriculture		Architecture		Civil Eng.		Mech. Eng.		Masters		Doctors		War	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
Class of 1870:																						
Minimum.....	20-	4																				
Median.....	21-11																					
Maximum.....	28-	5																				
Class of 1880:																						
Minimum.....	18-11	19-	8						20-	6	19-	6	21-	0	23-	0	29-	3	22-	9		
Median.....	22-	3	22-	2					21-	0	21-	5	22-	8	25-	1	29-	3	22-	9		
Maximum.....	32-	8	24-	6					30-	0	25-	5	25-	9	28-	1	29-	3	22-	9		
Class of 1890:																						
Minimum.....	19-	9	20-11	20-	1				20-	1	20-	7	19-	2	20-	2	20-	7	23-	5	28-10	
Median.....	22-	4	23-	0	22-	6			23-	2	23-	9	22-11		23-	1	24-	1	20-10	29-	6	
Maximum.....	32-	6	27-	1	36-	2			25-	3	20-11		27-10		30-	1	29-10	31-	5	30-	3	
Class of 1900:																						
Minimum.....	20-	0	20-	6	19-	6			22-	7	21-	2	20-11		19-	9	22-	0	21-11	24-	0	
Median.....	22-10	22-11	22-	5					23-10		23-	0	23-10		22-10		24-	9	30-6	30-10	31-	3
Maximum.....	30-	3	33-	8	34-	4			28-	2	28-	1	28-	8	30-	0	40-	2	42-	0	41-	0
Class of 1905:																						
Minimum.....	19-11	20-	6	20-	9	22-	1	20-	9	21-10	20-11		20-	5	20-	4	21-	4	23-11	23-	5	
Median.....	22-6	22-10	23-	5	22-	1	23-	6	29-10	25-	5		24-	1	23-	3	25-	1	29-	3	31-	2
Maximum.....	33-10	52-	5	29-	3	22-1	38-10	38-	4	33-	0		33-	8	32-	6	36-	1	32-	5	40-	4
Class of 1910:																						
Minimum.....	20-	1	20-	8	20-10	22-	6	21-	3	27-	6	22-9		19-	9	20-	2	21-	7	29-	8	
Median.....	22-5	22-10	22-	6	23-	9	30-11	47-	0	24-	8		23-5		22-11		26-	1	29-	8	28-10	
Maximum.....	34-	7	45-	2	26-	9	22-	6	33-	9	39-11	47-	0	31-11		32-	7	32-	4	29-	8	
Class of 1915:																						
Minimum.....	20-	1	20-	0	20-	5			23-	6	26-	4	20-	7	20-	1	24-	6	24-	7	25-	6
Median.....	22-6	22-10	23-	5	22-10	27-	3	23-	0	23-	7	24-	4	24-	1	22-10		27-10	28-	5	29-	4
Maximum.....	34-	4	36-	5	32-	3			40-	8	40-	5	36-	0	32-11		42-	1	42-	0	42-	1
Class of 1920:																						
Minimum.....	16-	9	20-	6	20-11	21-	4	23-	9	23-	9	21-	7	19-	8	34-	7	20-	8	21-	4	
Median.....	22-6	22-10	23-	5	22-11	26-	8	26-	6	25-	0		23-6		23-5		24-10	26-	0	30-11	30-	7
Maximum.....	33-	2	44-	5	29-11	30-10	44-	1	32-	0			33-6		34-	7	51-	6	47-	6	49-	9
Class of 1925:																						
Minimum.....	19-	4	19-	7	21-	7			23-	1	25-	2	20-	9	20-	4	20-	4	19-	8	23-	4
Median.....	22-	0	22-	0	23-	8			25-	9	27-	4	24-	0	22-8		26-	8	24-11	28-	8	
Maximum.....	29-	7	30-	1	33-	1			32-11	34-	2	38-	2	25-	7	45-	3	43-	6	43-10	47-	4
Class of 1930:																						
Minimum.....	19-	7	19-	5	21-	5			22-	4	24-	8	21-	9	20-	2	20-	7	20-	1	23-	6
Median.....	21-	9	21-	8	23-11				25-	8	31-	9	24-	8	22-1		26-	6	25-	2	27-	34
Maximum.....	27-	2	31-	6	33-12				32-	5	43-11	38-	8		39-	2	57-11	43-	6	50-		







## APPENDIX XVIII

## REPORT OF THE LIBRARIAN

*To the President of the University:*

SIR: I have the honor to submit herewith the report of the Librarian of the University Library for the year beginning July 1, 1932 and ending June 30, 1933.

The serious and almost paralyzing handicap which the lack of space and paucity of means has placed upon all users and employees of the Library with increasing force during the last decade has been so often discussed that the Librarian refrains from reiterating the detailed circumstances of this situation. The relief in the matter of space which seemed to be approaching realization in the possible erection of the extension planned in the southwest angle of the present building was deferred because of the general financial depression. It is the sincere hope of all who are interested in the library problem at Cornell that the plan will be revived with the very first promise of improvement in the financial situation.

In the meantime we may console ourselves with the thought that the Library has proved itself entirely modern in its failure to conform to the accepted laws of physics. In these days of non-Euclidean geometry, non-Aristotelian logic and non-Newtonian physics it is not surprising to find that a space fully occupied could absorb a substantial addition to its contents. Located in the Cornell University Library building, King James' full tub of water will not overflow upon the addition of the fish. In the coming year the absolutely filled building will have to accommodate the next increment in the same way. The relativity theorists will have to find a place in their system for the concept of complete fulness. We are demonstrating the theorem that two bodies, when they take the form of books or of library workers, can occupy the same space.

Aside from the compression nightmare, and with due allowance for the prevalent shrinkage of incomes, the Library has flourished and functioned as well as might be reasonably expected in its present condition.

## FACULTY RESEARCH ASSISTANT

There have been no changes in the regular staff. But the past year has seen the first stage of an experiment which owes its origin to the fertile mind of Professor Harlow Shapley, the Director of the Harvard Observatory. Professor Shapley conceived the idea that a university library would fulfill its mission more completely if it included in its staff at least one member whose chief duty should be to act as a research assistant to faculty members who were engaged upon projects, intended for publication, in which such assistance would be useful. The faculty research assistant was to devote himself wholly to this work, making preliminary research surveys, gathering and systematizing material, attacking specific research problems, and relieving the faculty members of much necessary labor. He was not to be concerned in any way with the ordinary routine work of the Library.

Professor Shapley succeeded in interesting the Carnegie Corporation in his idea, and this generous body agreed to subsidize the undertaking for a limited period in several university libraries. Cornell University was one of the fortunate recipients of this bounty. It was decided that, whereas elsewhere the experiment should be tried in a general way, offering research assistance in humanistic studies of all kinds, the attempt should be made at Cornell to limit the range of studies to a particular group. After deliberation by a committee appointed by the President of the University, and after an exchange of ideas between the Dean of the Graduate School and Professor Shapley, it was agreed to limit the operations at Cornell to the field of history and the social sciences.

Mr. Henry H. King (Amherst '07) was appointed to the position of Faculty Research Assistant, and began his work on November 1, 1932. Aside from various smaller searches, Mr. King has been engaged upon several large projects. They

embraced a full report on the resources of the Cornell University Library for orientation in the collections of Latin manuscripts scattered throughout the world. As a sequel to this he provided a survey of Latin manuscript catalogues not available at Cornell. A more specific task was to ascertain the location of as many copies as possible of medieval manuscripts of the Venerable Bede's "Commentary on the Acts of the Apostles", to be used as the basis of a historical discussion and an edition of this work. A similar search was made for medieval "Artes Predicandi" in preparation for an essay on the history of preaching in the middle ages. At present Mr. King is engaged in preparing material for a series of biographical sketches of a group of English merchants, destined to accompany a work on British economic thought.

The aid of a special assistant of this type has proved a boon to those faculty members who have seen fit to avail themselves of his presence, and in their names the Librarian ventures to offer a hearty public expression of thanks to Professor Shapley and to The Carnegie Corporation.

#### EXHIBITIONS

During the year two exhibitions were arranged in the main vestibule of the Library building. The first showed a number of pages of the costly facsimile of the Codex Aureus of the State Library at Munich, a manuscript of the four Gospels, written in the year 871 A.D. for the Emperor Charles the Bald. The publication came to us at the close of the last academic year as the gift of Mr. Henry J. Patten, of the Class of 1884. The facsimile of the beautifully written and lavishly illuminated manuscript was published in parts and lent itself to a most effective display in the seven exhibition cases available for this purpose.

The second exhibition, selected, arranged and mounted by Emeritus Professor George L. Burr, commemorated the centenary of the birth of Andrew D. White, who was born November 7, 1832. Andrew D. White's merits as a statesman and a diplomat made him a national, even an international figure. His services to the University as its organizer and first president need no encomium in this report. But the exhibit had a special and direct significance for the University Library. Besides being an educator and a statesman, Andrew D. White was a scholar, a historian, and a book-collector. One of the results of his activities in these fields, his private library, was presented to Cornell University in 1887, thirty-one years before his death in 1918. The Trustees of the University have recognized the value of the gift by setting aside a specific sum annually for additions to this collection; and thus the "President White Library", an integral part of the University Library, has become a perpetual and growing memorial to the first President's far-sighted interest in the scholarly development of the University's great book collection.

Professor Burr's years of intimate association and collaboration with President White, his activities in the actual collection and acquisition of many of the volumes and manuscripts, his direct personal interest in many of the subjects which particularly interested President White, gave the whole exhibit a distinctively personal and impressively vital quality. The material included portraits, letters, documents and books written by Andrew D. White, as well as rare and important books and manuscripts from the White Library. They were grouped under the following heads: 1.—Personal, 2.—Reformation, 3.—Counter-Reformation, 4.—Old Régime and French Revolution, 5.—Witchcraft, 6.—Persecution and Tolerance, 7.—Warfare of Science and Religion.

#### ACCESSIONS

##### GENERAL AND SPECIAL COLLECTIONS

	<i>Volumes added</i>	<i>Present extent</i>
General Library.....	9,563	632,645
Fiske Dante Collection.....	211	10,463
Fiske Petrarch Collection.....	50	4,417
Fiske Icelandic Collection.....	325	19,801

# LIBRARIAN'S REPORT

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	<i>Volumes Added</i>	<i>Present Extent</i>
Wason Chinese Collection.....	934	20,512
Wordsworth Collection (Gift of Victor Emanuel).....	137	2,516
Cornell University Theses.....	584	9,970
Philological Seminary Collection.....	10	1,128
Philosophical Seminary Collection.....	6	993
German Seminary Collection.....		769
French Seminary Collection.....		24
Latin and Greek Seminary Collection.....	•	326
American History Seminary Collection.....	2	658
Manuscripts.....	17	920
Cornell University Maps and Plans.....		202
Maps.....	7	1,141
U. S. Coast Survey Charts.....		950
U. S. Geological Survey Topographical Sheets.....	68	3,660
U. S. Geological Survey Atlases.....		216
British Geological Survey Maps.....		600
College of Architecture Library.....	113	2,196
Barnes Hall Library.....	122	3,508
Chemistry Library (Special).....	54	343
Comstock Memorial Library.....	13	1,423
Economics Laboratory Collection.....		340
Entomological Laboratory Collection.....		2,403
Forestry Library.....		1,881
Flower Veterinary Library.....	486	10,110
Goldwin Smith Hall Library.....	42	3,455
Gray Memorial Library (Electrical Engineering).....	21	742
Hart Memorial Library (English Literature).....		4,712
Kuichling Engineering Library.....	33	2,192
Rockefeller Hall Library (Physics).....		1,187
Van Cleaf Memorial Library (Medicine).....	238	3,890
Total including manuscripts and maps.....	13,054	750,293
New York State College of Agriculture Library.....	4,508	74,579
New York State College of Home Economics Library.....	616	4,807
Law Library.....	1,883	71,948
Total on entire Campus.....	20,061	901,627

Miss Ingersoll, the head of the Order and Accessions Department reports that 12,944 volumes (exclusive of manuscripts and maps) were added to the records of this Department during the year. Of these, 9,563 went into the general collection, and 3,381 into the special collections. Of the total accessions to the entire collection 8,430 were purchased, and 4,133 came to us by gift or exchange.

The following journals or serials were included in the year's accessions:

Acta Helvetica physico-mathematico-medica.....	1751-1777	8 vols.
Archaeological and Historical Collections of Ayrshire.....	1878-1899	18 vols.
Astraea.....	1824-1906	35 vols.
Dedham Historical Register.....	1890-1903	14 vols.
Freemasons Magazine.....	1793-1798	9 vols.
Freimaurer-Zeitung.....	1847-1916	59 vols.
Monatshefte für Musikgeschichte.....	1884-1905	21 vols.
Revista de la Biblioteca, Archivo y Museo de Madrid.....	1924-1931	18 vols.
Société Royale des Sciences de Liège. Memoirs....	1843-1932	57 vols.

A number of the interesting additions among the gifts are noted in the last section of this report.

## CATALOGUE DIVISION

The following figures are submitted by Miss Speed, the head of the Catalogue Division:

Volumes and pamphlets catalogued.....	16,458
Volumes recatalogued.....	178
Maps catalogued.....	186
Manuscripts catalogued.....	37
Titles added to catalogue.....	8,817
Typewritten cards added.....	16,022
Printed cards added.....	12,367
Cards added to Library of Congress depository catalogue.....	51,706
Additions to cards.....	5,861
Cards corrected or dated.....	4,780

## CLASSIFICATION AND SHELF DIVISION

Books classified.....	10,914
Manuscripts.....	21
Maps.....	159
Books reclassified.....	20
Number of presses removed from main Library building.....	200
Number of presses shifted in the building.....	1,479

Mr. De Grassi reports that practically the whole of the collection of books on freemasonry which came with the Loewy gift in 1924 is now classified, but a goodly portion still awaits cataloguing.

Two hundred presses of duplicate books were moved from the main building to Boardman Hall, but the entire space thus made available was consumed at once by a rearrangement of the Library's holdings of bound and unbound newspapers. These had in recent years reached a condition of congestion and irregular shelving which made their proper use and handling well-nigh impossible.

## PERIODICAL DIVISION

The Periodical Division, in charge of Miss Leland, has benefited this year especially in the number of periodicals received by gift or exchange, which exceeds the number reported last year by sixty-nine titles.

Periodicals currently received:

By subscription.....	1,350
By gift or exchange.....	1,233
Total.....	2,583
Number of current periodicals on open shelves in Periodical Reading Room.....	724
Volumes on open shelves.....	3,578
Issued for brief home use.....	518
Periodical volumes bound during the year.....	3,298

The Periodical Division has provided the material and the revisions for the 1932-33 additions to the Supplements of the Union List of Serials, and Miss Leland has, as usual, edited the annual "List of Publications of University Officers", which is appended to the report of the President of the University.

## READERS' DIVISION

Days open to the public.....	307
Registered borrowers	
Faculty.....	861
Students	
College Year.....	3,553
Summer Session.....	490

## Recorded use

Reading Room (Number of books).....	115,609
Seminary rooms.....	4,153
Laboratories and Departments.....	2,279
Home use.....	51,173

These figures, prepared by Mr. Willis, Associate Librarian, who is in charge of the Reading Room and of the Inter-Library Loans, show that the number of faculty and student users of the Library has again increased over the preceding year. The number of volumes used in the Reading Room exceeds last year's figures by 8,271; but the number of volumes borrowed for home use is less by 15,791. The difference is explained by the fact that the increased number of borrowers with the introduction of borrower's cards, not used heretofore in the Cornell University Library, together with the need for a more systematic recording of book charges, made necessary a much more rigid enforcement of the official limitation of the number of books allowed for home use to undergraduate students. Many volumes are now being used in the Reading Room which would formerly have been taken home. The figures reported for home use include 9,027 "seven-day" books, an increase of 303 over last year.

## INTER-LIBRARY LOAN

Loaned to other libraries (volumes).....	652
Borrowed from other libraries (volumes) .....	306

The number of university, college and industrial libraries which borrowed books from Cornell was 122. The New York State Agricultural Experiment Station at Geneva, a part of Cornell University, received 105 volumes. Among the other borrowers were:

University of Rochester.....	74	Oberlin College.....	9
Syracuse University.....	24	University of Chicago.....	8
University of North Dakota.....	23	Brown University.....	7
Wells College.....	22	Dartmouth College.....	7
Hamilton College.....	19	University of Illinois.....	7
Columbia University.....	15	Toronto University.....	7
University of Michigan.....	15	General Electric Co.....	6
E. I. du Pont de Nemours Co. . .	14	Grosvenor Library, Buffalo.....	6
Colgate University.....	13	Harvard University.....	5
Eastman Kodak Co.....	13	Johns Hopkins University.....	5
Yale University.....	12	Massachusetts Institute of Tech-	
University of Buffalo.....	11	nology.....	4
Ohio State University.....	10	New York State Department of	
Iowa State University.....	9	Health.....	3

We borrowed books from forty other libraries. The Library of Congress contributed the largest share.

Library of Congress.....	82	Princeton University.....	9
Columbia University.....	37	Yale University.....	7
University of Rochester (Sibley		University of Chicago.....	6
Music Library).....	33	Boston Public Library.....	6
New York State Library.....	17	Johns Hopkins University.....	6
General Electric Company.....	15	Harvard University.....	5
Wells College.....	10	University of Illinois.....	5
Massachusetts Institute of Tech-			
nology.....	9		

## SPECIAL COLLECTIONS

Miss Gaskill, Curator of the Wason Chinese Collection, reports that 934 volumes were added this year. Among the books in European languages the following are of especial interest:

Chavannes, E.	
Documents sur les Tou-Kiue (Turcs) occidentaux. . . . .	1903
Six monuments de la sculpture chinoise. . . . .	1914
La sculpture en pierre en Chine au temps des deux dynasties Han	1893
Hobson, R. L.	
The George Eumorfopoulos collection; Catalogue of the Chinese, Corean, and Persian pottery and porcelain. . . . .	[1925-28]
Le Coq, A. von	
Chotscho; facsimile Wiedergabe der wichtigsten Funde der ersten königlich preussischen Expedition nach Turfan in Ost-Turkestan. . . . .	1913

The Chinese books include a number of works important for the study of the Ch'ing dynasty and the relations between China and the West. The most notable of these are the Ch'ing shih kao, in 131 volumes; the history of the Ch'ing dynasty compiled to form the twenty-sixth dynastic history, but suppressed by the Nationalist government; and the Ch'ing chi wai chiao shih liao, or collection of documents relating to foreign affairs from 1875 to 1911. Of this collection, to be completed in 160 volumes, 107 volumes have been received. A complete file of the Japanese sinological journal, *Shina-gaku*, volume 1-6 (1920-1932) was also acquired this year.

The Dante and Petrarch Collections, of which Professor Hamilton is the Curator, were increased by 261 volumes. Two interesting collections of illustrations to Dante's works were added. They are F. Flamini's "San Francesco d'Assisi nel poema di Dante e negli affreschi di Giotto" (Firenze, 1905), and a large collection of 243 mounted photographs of the drawings of Francesco Scaramuzza for the *Divina Commedia*, published by Giorgio Simona in Locarno.

Professor Hermannsson, Curator of the Icelandic Collection, announces the addition of 325 volumes. The most noteworthy of these is the "Codex Frisianus (Sagas of the Kings of Norway)", a facsimile of the fourteenth century manuscript in the University Library at Copenhagen, edited with notes by H. Hermannsson. This is the latest volume of the series, *Corpus Codicum Islandicorum Medii Aevi*, published by Levin and Munksgaard in Copenhagen. Professor Hermannsson's addition to the Cornell University Library series: *Islandica*, this year is volume XXIII, "Old Icelandic Literature."

#### GIFTS

In his last report the Librarian dwelt at length upon a donation which took the form of a special grant by the Trustees of the University, acting on the suggestion of the Cornellian Council, of \$5000 annually for a period of five years, from the Alumni contributions gathered by the Cornellian Council. The decision of the Trustees took effect in 1931, so that the past academic year was the second period of the Library's enjoyment of this special aid. The timeliness of the support thus given was, in these days of depression, felt and appreciated much more keenly than might otherwise have been the case. And our gratitude is commensurately greater to the Alumni, who made this reinforcement of our resources possible, to the Cornellian Council, that launched the idea, and to the Administration and Trustees, who sanctioned and realized it.

During the past year the Library began to receive an income from the Moses Coit Tyler Fund, bequeathed by the late Mrs. Willard Austen in memory of her father, Moses Coit Tyler, who was, from 1881 until his death in 1908, Professor of American History at Cornell. The Fund amounts to \$1000 and the income is to be used for the purchase of books on American history. The Trustees have also accepted a gift of \$2000 for a Greil Memorial Book Fund, contributed by the friends of Roman James Greil, of the Class of 1921. The income is to be used for books on world peace and kindred subjects. A third gift, \$1000, from Judge George McCann establishes an endowment fund in memory of his son, Arthur Fillingham McCann, of the Class of 1916, for the acquisition of books especially in the field of later Latin literature. These new gifts increase the number of



special endowment funds (exclusive of the large Fiske and Sage endowments) to twenty-one. The new names, together with the names of the donors, are added with sincere reverence to the list of those whom the Library and the University hold in grateful remembrance.

The Librarian is anxious to record with a special word of thanks the actions of the editors of the George F. Baker Non-Resident Lectures in Chemistry, of the Cornell Studies in English, and of the Cornell Classical Studies. As in former years they have granted to the Library larger or smaller supplies of their volumes to be used for exchange purposes.

The number of donors who gave us the 4,133 gifts of books mentioned in the accessions report was 645.

The donor's list again includes the names of many journals and of many government agencies that publish official documents, also the names of American and foreign universities and of historical and scientific societies. To all of them we again register our heartfelt thanks for supplying us with a large body of publications, which would not otherwise be within our reach. A similar expression of thanks is due to the numerous faculty members and university officials who have given us their own works or books by other authors.

Among the individual donors we cite as a partial view of the type of material which comes from such donors the following: Dr. H. B. Adelman gave us Theodor Zwinger's "*Theatrum vitae humanae*... à Conrado Lycosthene. inchoatum" (Basel, 1565). Professor G. L. Burr has continued to turn over to the Library various journals and publications of learned societies and several individual books. Dr. R. F. Brand gave 16 miscellaneous volumes. Professor J. P. Bretz contributed a sumptuous volume published by the City of Genoa, Italy: "Christopher Columbus, Documents and proofs of his Genoese origin." The Cornell Club of New York, through its Librarian, Dr. H. P. de Forest, turned over annual volumes of a number of periodicals which are not on file in the Cornell University Library. Dr. F. Cossio del Pomar sent two of his works: "*Arte y vida de Pablo Gauguin*" and "*Pintura Colonial*". Dr. Luzerne Coville has continued his series of donations with numerous volumes and pamphlets, among them the "Minutes of the Tompkins (N. Y.) Medical Association, 1903-1920" and an autograph letter from Marion Crawford to the donor. Dr. N. M. Crouse has likewise continued to add to our collection of books on fascism. Miss Katherine M. Edwards gave a copy of her volume on "Coins" in the series: "Corinth. Results of excavations conducted by the American School of Classical Studies at Athens." Professor Paul D. Evans of the University of Vermont has been very assiduous in collecting for us numerous volumes of Welsh journals published in New York State between 1840 and 1925, particularly "*Y Cenhadwr*" and "*Y Cyfaill*" as well as several miscellaneous volumes. Dott. comm. Efisio Giglio-Tos of Torino sent five of his own works and several leaflets on world peace and disarmament. Mrs. A. C. Gill gave two very interesting eighteenth-century French books on crystallography. From Mr. Howard Greene we received the publication: "Letter of instruction to the captain and supercargo of the Brig Agenoria engaged in a trading voyage to Africa." Mr. and Mrs. William F. E. Gurley have added to their numerous earlier gifts more than seventy-five volumes, including several Shakespeare items of interest, also several scrap books and expensive, illustrated sales catalogues. Professor J. W. Hebel donated G. F. Biondi's "*Eromena, or Love and revenge*" (1632). Mr. Henry Ickelheimer has added to the thirteen volumes of A. Venturi's "*Storia dell' arte italiana*" which he presented in past years, five later volumes of this splendid publication. Major M. Kimura, Japanese military attaché in Washington, D. C., gave a year's subscription to the Tokyo daily "*Japan Times*". Mr. Josiah K. Lilly presented a number of interesting Stephen Collins Foster items. From Mr. Amos B. McNairy came the Rowfant Club Yearbook for 1933 and other Rowfantiana. The H. A. Manning Company, through the Ithaca Chamber of Commerce, provided more than thirty city directories of recent years. Mr. John Henry Nash gave us his fine specimen of the printer's art, Melville B. Anderson's "*The fate of Virgil as conceived by Dante*." The National Research Council of Japan has been very generous in its gifts of publications. Four books by Mr. Oscar Newfang were presented by their author. Mr.

N. M. Penzer sent us his "The Pentamerone of Giambattista Basile translated from the Italian of Benedetto Croce." From Dr. Frederick Peterson came Berthold Laufer's "Catalogue of a collection of Chinese paintings" in the donor's possession. Les Presses Universitaires de France gave us "Le IV centenaire du Collège de France" and "Le Collège de France (1530-1930)". Mr. James W. Reed transferred to us a large number of contract drawings and engineering plans of the New York State Public Service Commission and the New York City Board of Transportation. Professor Charles Mason Remey presented a very carefully prepared and mounted series of fifty volumes of scrap books containing the "Life and letters of Judge Charles Mason of Iowa", the "Life and letters of Rear Admiral George Collier Remey" and the "Life and letters of Mary Josephine Mason Remey." From Mrs. Preserved Smith came Ramon Fernandez's "Le Pari". The Hon. William Sulzer added to his gifts of former years a large collection of newspaper clippings and personal letters. The Swedenborg Foundation donated fifteen volumes containing facsimile reproductions of the autographs of five of Emanuel Swedenborg's works. Miss Dora Taggart gave an edition of "The journal of Lewis and Clark, to the mouth of the Columbia River beyond the Rocky Mountains in the years 1804, 5 and 6." (Dayton, O., 1840). The firm of Thomas J. Lipton, Inc. presented "Lipton's Autobiography". Dr. A. G. van Hamel of Utrecht sent us his "Ijsland oud en nieuw". M. M. D. Weil of Paris presented the "Grammaire de L'Académie Française". Mrs. Andrew D. White made a gift of four bound volumes of Russian church music from the collection of President Andrew D. White. The Hon. Horace White gave a volume of his "Speeches and Writings". The Estate of M. A. White donated the deceased author's "Catalogue of early English books, chiefly of the Elizabethan period." From Emeritus Professor W. F. Willcox we received miscellaneous books to the number of fifty. Professor A. H. Wright has continued to turn over to the Library a number of biological journals to which he subscribes as well as other volumes. Mr. J. P. Young, a donor of long standing, gave the twenty volumes of the first edition of Engler and Prantl's "Die natürlichen Pflanzenfamilien" and five other botanical works.

OTTO KINKELDEY,  
*Librarian.*

## APPENDIX XIX

### PUBLICATIONS 1932-33

The University Library keeps alphabetically arranged the publications of University officers, so far as received at the Library, and for this purpose copies are solicited. Omissions in the following list are due to incomplete information.

**Cornell University.** Official publication. v. 24, 1932-33.

**Cornell University.** Agricultural Experiment Station. Bulletin. Ithaca, N. Y. No. 539-553. 1932-33.

— Memoir. Ithaca, N. Y. No. 142-146. 1932-33.

**Cornell University.** College of Architecture. Report of the Dean. 1931-32. *Cornell University. Off. pub. v. 24, No. 6. App. XI. 1932.*

**Cornell University.** College of Arts and Sciences. Report of the Dean. 1931-32. *Ibid. v. 24, No. 6. App. III. 1932.*

**Cornell University.** College of Engineering. Report of the Dean. 1931-32. *Ibid. v. 24, No. 6. App. XII. 1932.*

**Cornell University.** Director of Admissions. Report. 1931-32. *Ibid. v. 24, No. 6. App. XVI. 1932.*

**Cornell University.** Law School. Report of the Dean. 1931-32. *Ibid. v. 24, No. 6. App. IV. 1932.*

**Cornell University.** Dean of Women. Report. 1931-32. *Ibid. v. 24, No. 6. App. XV. 1932.*

- Cornell University.** Graduate School. Report of the Dean. 1931-32. *Ibid.* v. 24, No. 6. *App.* II. 1932.
- Cornell University.** Library. Report of the Librarian. 1931-32. *Ibid.* v. 24, No. 6. *App.* XVIII. 1932.
- Publications (by Cornell University and its officers). 1931-32. *Ibid.* v. 24, No. 6. *App.* XVIII. 1932.
- Cornell University.** Medical College. Report of the Dean. 1931-32. *Ibid.* v. 24, No. 6. *App.* V. 1932.
- Cornell University.** Medical College, Ithaca Division. Report of the Secretary. 1931-32. *Ibid.* v. 24, No. 6. *App.* VI. 1932.
- Cornell University.** President. Annual report. 1931-32. *Ibid.* v. 24, No. 6. 1932.
- Cornell University.** Registrar. Report. 1931-32. *Ibid.* v. 24, No. 6. *App.* XVII. 1932.
- Cornell University.** Summer Session. Report of the Administrative Board. 1932. *Ibid.* v. 24, No. 6. *App.* XIV. 1932.
- Cornell University.** University Faculty. Report of the Secretary. 1931-32. *Ibid.* v. 24, No. 6. *App.* I. 1932.
- New York State College of Agriculture.** Report of the Dean for the year 1931-32. *Ibid.* v. 24, No. 6. *App.* VIII. 1932.
- New York State College of Home Economics.** Report of the Dean. 1931-32. *Ibid.* v. 24, No. 6. *App.* X. 1932.
- New York State Veterinary College.** Report of the Administrative Committee. 1931-32. *Ibid.* v. 24, No. 6. *App.* VII. 1932.
- New York State Agricultural Experiment Station.** Report of the Dean. 1931-32. *Ibid.* v. 24, No. 6. *App.* IX. 1932.
- New York State Agricultural Experiment Station.** Geneva, N. Y. Bulletin, 613-628. 1932-33.
- Circular. 136-137. 1932-33.
- Technical bulletin. 197-209. 1932-33.
- Cornell alumni news.** Ithaca, N. Y. v. 35. 1932-33.
- Cornell** civil engineer; monthly publication of the Association of Civil Engineers at Cornell University. Ithaca, N. Y. v. 41. Oct. 1932-June, 1933.
- Cornell** countryman. Ithaca, N. Y. v. 30. Oct. 1932-June, 1933.
- Cornell** daily sun. Ithaca, N. Y. v. 53. 1932-33.
- Cornell** extension bulletin. Ithaca, N. Y. No. 237-254, 256-257. 1932-33.
- Cornell** junior extension bulletin. Ithaca, N. Y. No. 44-46. 1932-33.
- Cornell** law quarterly; published by the faculty and students of the Cornell Law School. Ithaca, N. Y. v. 18. Dec. 1932-June, 1933.
- Cornell** rural school leaflet. Ithaca, N. Y. v. 26. Sept. 1932-Mar. 1933.
- Cornell** Society of Hotelmen. Bulletin. Ithaca, N. Y. v. 5, no. 3-v. 6, no. 2. 1932-33.
- Cornell** veterinarian. Ithaca, N. Y. v. 23. 1933.
- Cornellian.** Ithaca, N. Y. v. 65. 1933.
- Cornellian Council** bulletin. Ithaca, N. Y. v. 18. 1932-33.
- Farm** economics. Ithaca, N. Y. No. 78-81. 1932-33.
- Philosophical** review. New York, Longmans, Green and Co. v. 42. 1933.
- Sibley** journal of engineering. Ithaca, N. Y. v. 47. 1933.
- Widow.** Ithaca, N. Y. v. 39. 1932-33.
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